DOCUMENT RESUME

ED 302 272 JC 880 474

TITLE LONESTAR: Texas Community Colleges Student Tracking System. Pilot Test Version 1.2. Implementation Manual.

INSTITUTION National Center for Higher Education Management Systems, Boulder, Colo.

PUB DATE Mar 88

NOTE 169p.; For a related document, see JC 880 475.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC07 Plus Postage.

DESCRIPTORS Academic Persistence; College Planning; Community Colleges; Computer Uses in Education; *Data Collection; Enrollment Trends; *Followup Studies; *Information Systems; Instructional Effectiveness; *Longitudinal Studies; *Outcomes of Education; Remedial Instruction; *Research Utilization; School Holding Power; Statewide Planning; Two Year Colleges

IDENTIFIERS *Texas

ABSTRACT

This manual documents procedures for implementing and maintaining LONESTAR, a computerized student tracking and follow-up system for Texas public community colleges. The system is designed to provide reports on the instructional effectiveness of each institution and on the effectiveness of remediation as a primary access point to higher education; and to collect accurate information on student retention, persistence, and enrollment behavior to support local planning. System specifications include: (1) a common method for defining and identifying the types of students to be tracked; (2) common procedures for determining how individual student tracking records should be constructed, handled, and maintained; (3) a set of commonly defined and coded data elements; and (4) common analytical procedures for producing reports. In addition to describing the basic design parameters of the system, the manual outlines procedures for assembling required data from existing institutional records, establishing longitudinal tracking files, and updating files. The manual also describes each report produced by the tracking system, including institutional reports designed to provide policy and planning guidance and state reports designed to communicate statistics on cohort progress and the effectiveness of remediation. These reports are described in terms of layout and required calculations. Finally, brief guidelines are presented for interpreting and analyzing tracking data for institutional purposes. (AJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED302272

IMPLEMENTATION MANUAL

LONESTAR

TEXAS COMMUNITY COLLEGES STUDENT TRACKING SYSTEM

PILOT TEST VERSION 1.2

March, 1988

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Roberts

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

National Center for Higher Education Management Systems (NCHEMS)

Boulder, Colorado

JC 880 474

BEST COPY AVAILABLE

Contents

Page

Section 1 - Introduction 1.1

Section 2 - Overview and Basic Design 2.1

Section 3 - Constructing and Maintaining the Tracking Data Base 3.1

Section 4 - Report Definition and Production 4.1

Section 5 - Interpreting Results and Using the Data Base 5.1

Section 1

Introduction

The purpose of this Implementation Manual is to document procedures for implementing and maintaining a computerized student tracking and follow-up system for public community colleges in the state of Texas. The system is designed to meet a number of identified needs. These include (1) a need to report on the instructional effectiveness of each institution to the Texas Higher Education Coordinating Board and to other external constituencies; (2) a particular need to evaluate and report on the effectiveness of the remediation function of community colleges as a primary access point to the system of higher education in the state; and (3) a need to collect accurate, detailed, institution-specific information on student retention, persistence, and enrollment behavior to support local planning and decisionmaking.

Because of considerable diversity in size, clientele, and program offerings among the 62 community colleges in the state, and because many computerized student record systems are currently in place using a variety of hardware/software configurations, the system is designed to be flexible with respect to local implementation. Rather than relying on a single piece of common software, the system consists of procedures and data standards developed for use by all participants. As a result, system specifications include: (1) a common method for defining and identifying the types of students to be tracked; (2) common procedures for determining how individual student tracking records are to be constructed, handled, and maintained; (3) a set of commonly defined and coded data elements (documented in the accompanying Data Element Dictionary) that all institutions must maintain; and (4) a set of common analytical procedures for producing reports for local institutional use and for submitting appropriate performance information to the Coordinating Board. Although the system does not require common software, part of the development process involved producing an optional software package for institutional use, written in the Statistical Package for the Social Sciences (SPSS), including both SPSS-X and available microcomputer versions of this package. Where appropriate in the Implementation Manual, procedures for using this software package are described. Command documentation is provided in an accompanying document--LONESTAR Users' Manual.

Given these specifications, the contents of the Implementation Manual are as follows. Section 2 describes the basic design parameters of the system. Section 3 presents procedures for assembling required data elements from existing institutional records, for establishing longitudinal tracking files, and for updating files on a term-to-term basis. Section 4 describes required reports for institutional and state use and presents calculational procedures for producing all required report contents. Finally, Section 5 presents some brief guidelines for interpreting the tracking data produced by the system, and for guiding a variety of ad hoc analyses of value to the institution.

Section 2

Overview and Basic Design

The system as a whole is based upon a cohort tracking methodology. Every entering student is assigned to a unique tracking "cohort" based upon his or her first term of academic history, and remains a member of that cohort thereafter. Separate files are maintained for each cohort, and all reporting is on a cohort basis. Cohorts are identified by first term of active enrollment history at the institution as indicated by enrolling for at least one credit hour or officially registering for a GED, ESL, or non-credit program involving more than 360 clock hours for completion. Complete cohorts of entering students in a given term, rather than sample cohorts, are used to provide credible program-level statistics.

The structure of the data file to be established and maintained for each cohort involves data of several different kinds drawn from existing student records. A set of "fixed" data elements, drawn largely from a registration permanent record file, is compiled once--at time of entry--and comprises the first portion of each longitudinal student enrollment record. Types of data elements included in this "fixed" portion of the record are data on demographics, educational background, basic skills and need for remediation, and on initial enrollment status. A set of "variable" data elements is added to the record each term the student is enrolled. These elements are drawn from term enrollment files at the time of official "census date" and at the end of the term. Types of data elements included are program enrolled for, hours attempted and earned in all and in non-remedial coursework, performance, and remediation status. Finally, an optional set of data elements on post-attendance behavior is specified. For this section, data are assumed to be obtained through student follow-up surveys similar to TEX-SIS.

The tracking data base itself is documented throughout this Implementation Manual as though it were composed of "fixed format" records--one for each student in each cohort. According to this "fixed format" structure, all tracking information on a given student is maintained in a single record, with portions of the record corresponding to potential terms of enrollment. If a student is not enrolled for a given term, the portion of the record corresponding to that term is left blank. The assumption of a fixed-format record structure is made for ease of communication and because many available commercial statistical packages (for example, SPSS) require or function better using this record structure. The advantages of flexibility provided by statistical packages generally outweigh the disadvantages of preparing large, fixed-format tracking records that often partially duplicate existing student record files. Alternatively, we expect some institutions to develop their own reporting and analytical software to access registration and permanent record files directly, and to perform the required calculations. Similarly, for greater efficiency in data storage, institutions may wish to construct longitudinal student enrollment records from a number of linked subfiles, each corresponding to a term of actual enrollment.

Output of the proposed system will be of several kinds. First, a set of standard reports for institutional use will be generated as each cohort reaches the end of a designated tracking period. Reports at the end of one year, two years, and three years will be generated regularly, with additional

time periods determined by ongoing experience with the system. These reports are produced in a common format and include basic information on cohort performance. These reports can also be generated for any designated subset of students in the cohort. A second set of standard reports are provided for periodic transmission to the Higher Education Coordinating Board.

User-specified analytical reports can also be generated from the tracking data base as needed in response to particular local questions and concerns. These are not produced in a common format, but are generated by reading the data base with statistical software to perform the required analyses. Examples of such "need-based" analyses include: (1) "stop-out" studies to investigate patterns of interrupted enrollment; (2) load studies to investigate changing patterns of student loads from term to term to determine if particular groups of students are "over-enrolling" and consequently setting themselves up for failure; (3) remediation studies to determine when and in what order students remedy assessed deficiencies; and (4) "early warning" studies that would identify high risk students at an early point through a combination of demographic, ability level, and enrollment behavior patterns. Ad hoc analyses of this kind are briefly discussed in Section 5.

In sum, basic design features associated with each major element of the system are as follows:

a. Cohort Definition and Identification: All students enrolled for credit will be tracked. In addition, all students enrolled in ESL and GED programs will be tracked, as will students who have enrolled for more than 360 clock hours in state-funded non-credit continuing education programs. Students included in the system will be a part of one and only one entering "cohort" defined by the first term of active enrollment. Institutions will maintain distinct cohort files for each such beginning term, and tracking records will be maintained for all the students in the cohort for all subsequent terms of potential enrollment. Summer terms will be included in the system, but institutions with multiple summer terms will include all entering summer students in a single tracking cohort each year and will treat all summer activity as a single "term." For students registering in "mini-mesters" or other non-regular terms, term designation should follow the same principles as local assignment of these students to terms in regular state enrollment reporting.

b. Required and Optional Data Elements: The system contains a set of required data elements that all institutions will use and maintain. The majority of these data elements are commonly defined, using standard national or state definitions. Current Texas data standards used in Coordinating Board reporting have been used wherever possible, and take precedence over both national and local definitions. Some data elements are required for inclusion in the system, but are defined locally. In addition to required elements, the system includes a set of "optional" elements that institutions may use at their discretion. Common definitions and coding structures are provided for both required and optional data elements, and are described in the Data Element Dictionary that serves as a companion to this Implementation Manual. It is expected that for many students--particularly non-credit students--some "required" data elements will

not apply or will otherwise be missing. It is not the intention of the system to markedly increase data collection. If it is not necessary or customary to collect certain types of data from non-credit students, missing data is appropriate. Reasonably complete data on required elements is expected, however, for all students enrolled for credit.

c. File Layout and Construction: The basic unit of the tracking system is a student longitudinal enrollment record. This record is established at entry, and elements are added to it for each term of potential enrollment throughout the tracking period. The layout of the student longitudinal enrollment record is presented with the assumption that it consists of a single fixed-format record. Structure of the record is presented conceptually in figure 1. The "fixed" portion of the record is obtained from the student master data file on establishment of the record as part of a given cohort tracking file. "Variable" portions of the record are reserved for each subsequent term of potential enrollment, and are drawn from term enrollment files in the student data base as part of an update procedure accomplished each term. Procedures for establishing longitudinal student enrollment files and for updating them are covered in detail in Section 3.

d. Reporting and Analysis: The system is designed to produce a minimum set of common performance reports for institutional use and for periodic reporting to the Coordinating Board. At the same time, the tracking data base may be used to undertake a wide range of additional reports or ad hoc analyses in support of institutional planning or evaluation. All performance statistics (for example, "persistence," "drop-out," etc.) are calculated by the system in a common fashion, and common report formats are used for presenting such statistics. Both the required report formats and the calculational routines needed to produce them are covered in Section 4.

e. Coordination and Control: Responsibility for implementing, maintaining, and operating the system is assumed by each participating institution. All participants agree to abide by the procedures covering cohort identification, file construction, and report generation contained in this Implementation Manual, and agree to utilize the definitions and coding structures presented in the accompanying Data Element Dictionary. Responsibility for overseeing the system rests with a Users' Coordinating Committee. Any changes in common procedures, definitions, or coding structures contained in the system require approval of this committee.

Figure 1

Basic Structure of a Longitudinal Student Tracking Record

Fixed Data Elements	ID# Basic Demographic Data Educational Background Data Enrollment Status Data
Term Tracking Elements for Term T	Term ID Academic Activity Academic Performance Remediation Status
Term Tracking Elements for Term T+1	Term ID Academic Activity Academic Performance Remediation Status
Term Tracking Elements for Term T+n	Term ID Academic Ability Academic Performance Remediation Status
Follow-Up Elements (optional)	Transfer Performance Information Job Placement Information

Where Term T = 1st Term of Academic History

Section 3

Constructing and Maintaining the Tracking Data Base

This section of the Implementation Manual describes procedures for constructing and maintaining the student tracking data base. Because all required data elements contained in longitudinal student enrollment records are drawn from existing student records, a primary purpose is to describe procedures for periodically extracting the elements from these existing records. At the same time, the common definitional and coding structure used by the tracking system may require that some data elements be recoded. Both issues are covered in appropriate subsections below.

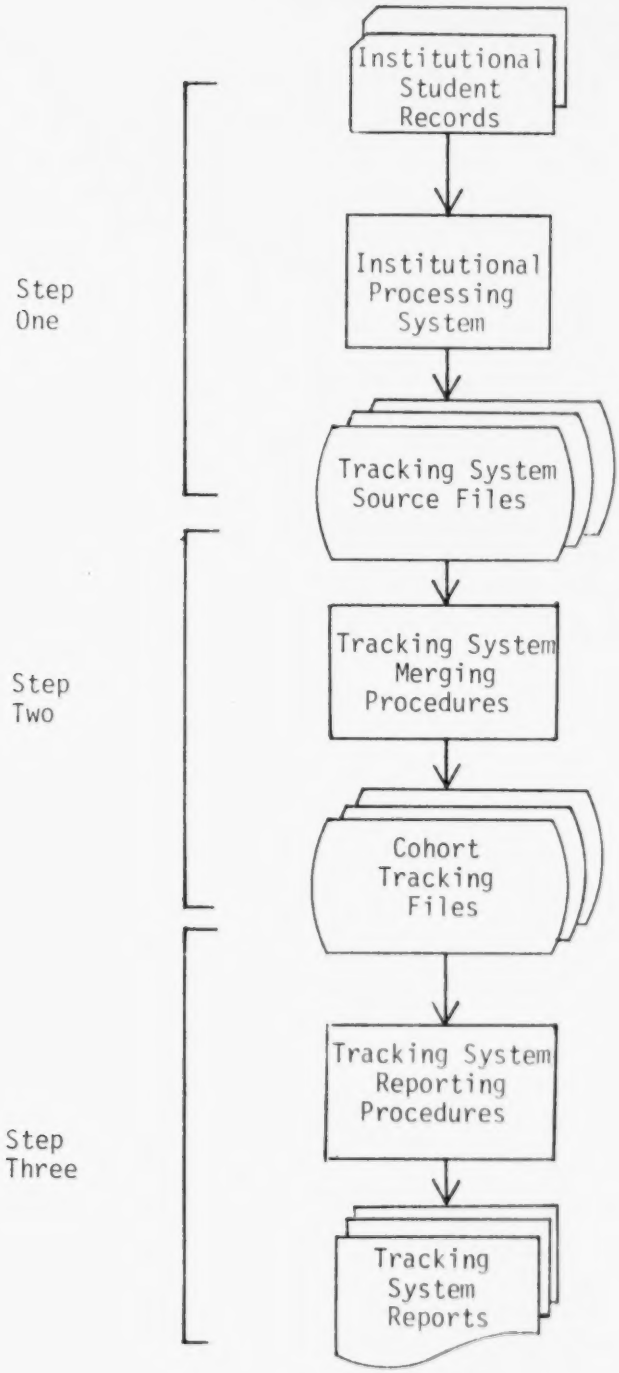
To help construct the required longitudinal records, it is best to construct a number of "source files" to receive and manipulate data extracted from existing student records. Each source file contains the data elements specific to a given portion of the student longitudinal enrollment record. Using source files of this kind greatly aids construction of longitudinal records by distinguishing three operations: (1) extracting the required data from the existing student record system; (2) recoding the data if necessary to make the data structure consistent with that used by the tracking system; and (3) creating and periodically updating the student longitudinal enrollment record. In addition to common specifications for tracking system design and operation, optional tracking software is also provided. This software is capable of building tracking files and of generating all reports. Institutions, however, may find it more efficient in terms of required CPU time and available storage capacity to develop their own software locally.

The basic flow of longitudinal file construction is presented conceptually in figure 2. In Step One, a set of "Tracking System Sources Files" is created by extracting and recoding the required data from existing student record files of various kinds. These source files contain selected data for all students present in the institution's record files from which they are drawn. Each institution is responsible for creating these source files from its own records using whatever procedure is locally deemed most effective. In Step two, the records specific to a particular cohort are assembled from the various sources files into a single "Cohort Tracking File." This step can be accomplished by system-supplied SPSS software and involves (1) extracting records from successive source files that meet the definition for inclusion in a particular cohort and (2) merging information drawn from these source files to yield a single longitudinal record for each student in the cohort. The merged longitudinal student enrollment records contained in each cohort file so constructed constitute the basis for all system reporting and analysis. Step Three, also able to be accomplished by system-supplied SPSS software, involves using each Cohort Tracking File to generate required reports and ad hoc analyses.

It is important to emphasize that each institution is individually responsible for creating the Tracking System Source Files that serve as foundations for the system. As noted in figure 3, this responsibility involves two distinct operations. First, required data elements must be located and extracted from existing student records and these elements must be loaded into the appropriate source files. In most cases this operation will be a simple extraction from existing records. In a few cases, however, tracking system

Figure 2

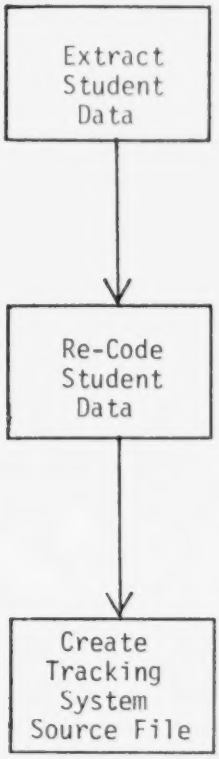
Tracking System Overview



3.2

Figure 3

Institutional Processing System



3.3

data elements involve multiple attributes, and additional programming may be required to extract the data in the required form. While cases involving substantial additional programming will be rare, most data elements will nevertheless need to be recoded to convert the codes used in institutional record keeping into the numeric codes used by the tracking system. This second step must also be accomplished by the institution. Like data extraction, recoding may be executed in any manner the institution determines. Once Step One is accomplished, however, institutions should be aware that all recodes can be accomplished within SPSS using straightforward variable recode procedures. These are described in an accompanying document.

Once a given cohort file has been created, it must be updated and maintained for each term that it is kept active. As noted in figure 4, after a cohort file is created, an additional set of steps updates the file each term. Each step of the update procedure is analogous to the steps involved in creating the cohort file as described above. New source files are created each term based on extracts of existing student records. These source files are then successively read and are matched to the appropriate cohort files. Data contained in the various source files are used each term to update each longitudinal student enrollment record.

The basic layout of the longitudinal student enrollment record created by these successive steps is presented in figure 5. Note that the data elements contained in each zone of the record are associated with particular tracking system source files. As in the cohort creation process, institutions are responsible for creating the needed term source files. System software is capable of performing all additional steps including the update procedure for each cohort and all reporting.

The following section describes the contents of and specifications for each source file used to build the longitudinal student enrollment record. It is intended to be used in conjunction with the data element definitions and coding specifications contained in the accompanying Data Element Dictionary. Following these descriptions, issues and procedures associated with initial cohort identification, file construction, and maintenance are covered. A separate document describes the way in which these operations are accomplished using the optional SPSS software.

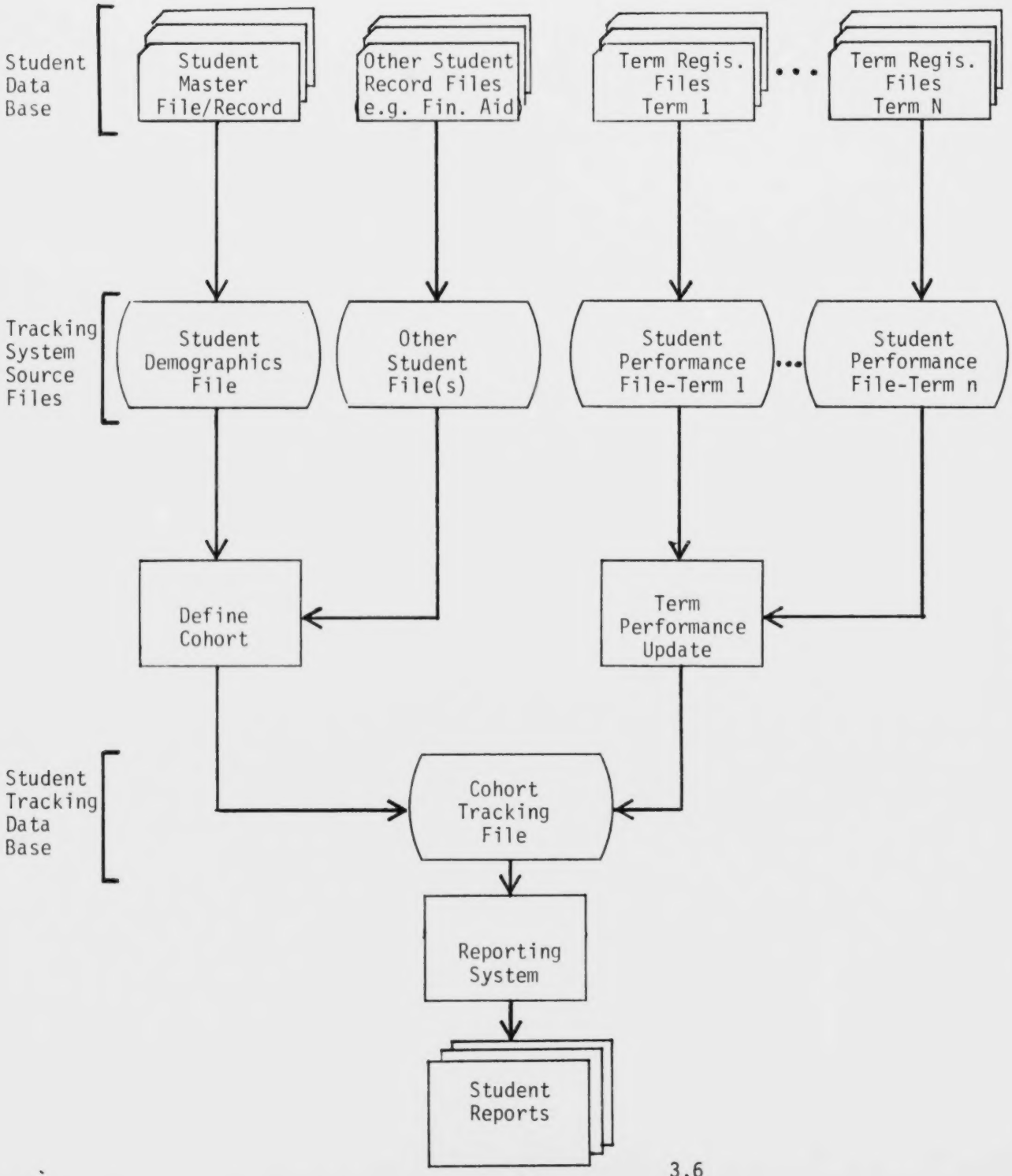
Data Structures/Source File Descriptions

Each source file used in the tracking system is intended to be treated as a separate, free-standing file. Figure 6 arrays all source files used by the system and presents their interrelationships. Detailed descriptions of the layout of each source file are presented below. For each data element, the following information is provided: a descriptive name; a short name (for use in SPSS software, file manipulation, and so on); a data element type; a start column within the file; and a field size. Full data element definitions and codes can be found in the accompanying Data Element Dictionary. Note that the first data element of each record is always the student identification number (usually the social security number). The student identification number serves as a basis for matching student records from the various source files and is used to create the student longitudinal enrollment record. Source files are presented roughly in the order in which they are used and in the order in which the elements they contain are loaded into the longitudinal

student enrollment record.

Figure 4

Building and Updating the Student Tracking File



3.6

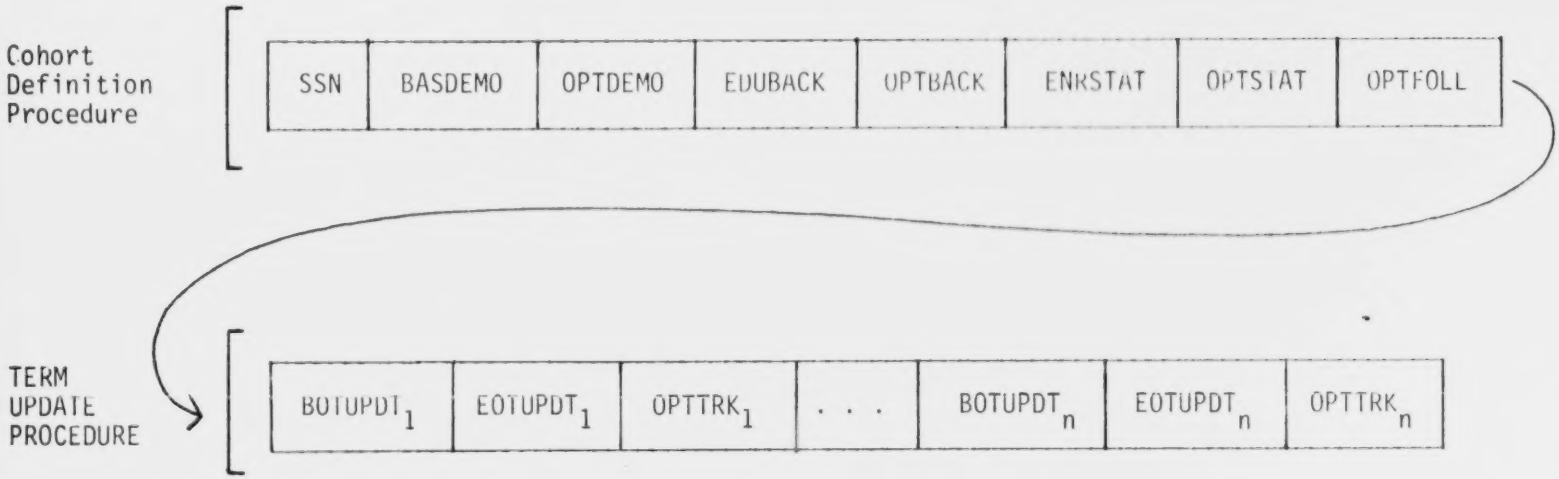
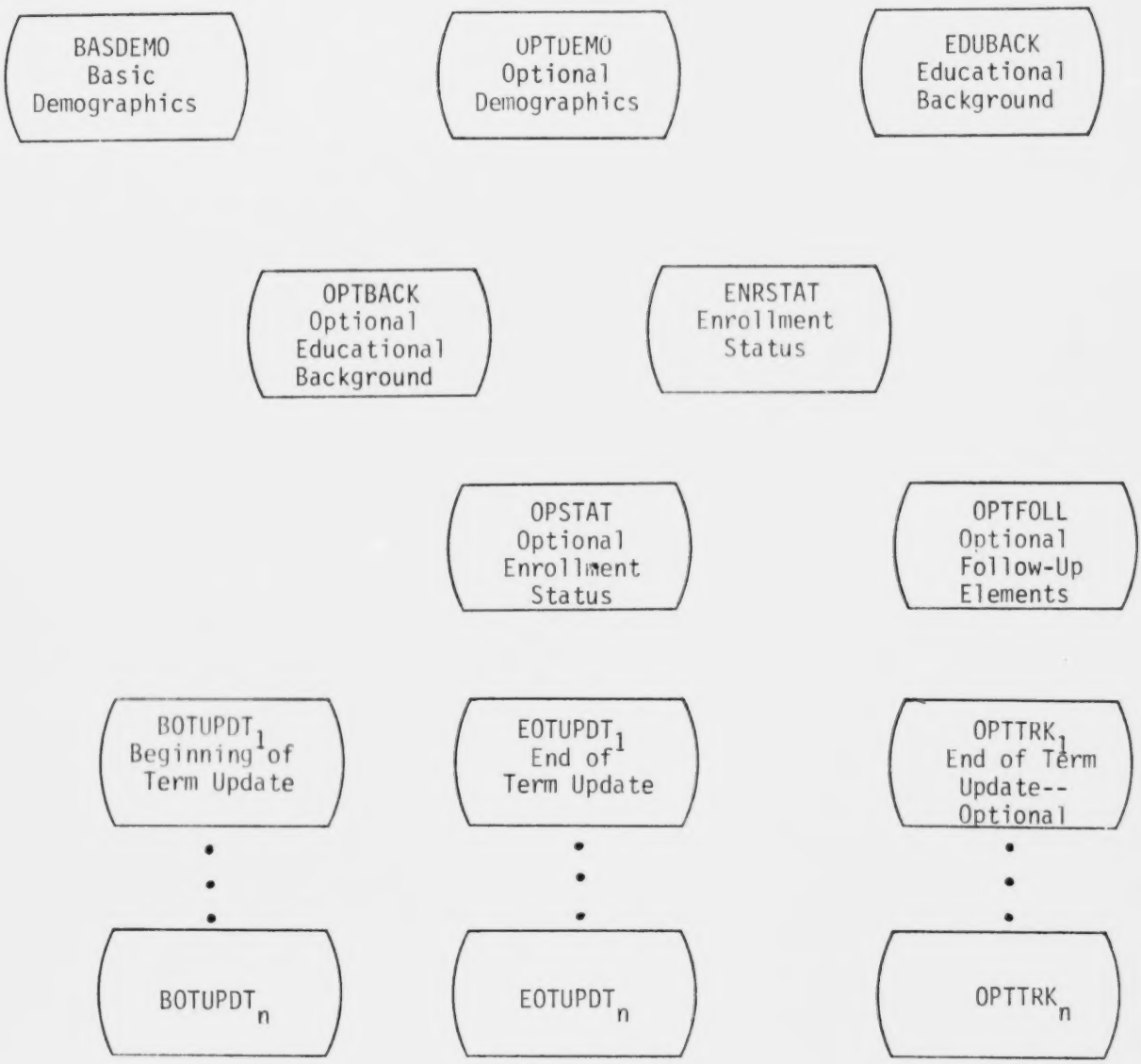


Figure 5

Tracking File Record Layout

Figure 6

Tracking System Source Files



3.8

Long file name: Basic Demographic
Short file name: BASDEMO

DATA ELEMENT	SHORT NAME	TYPE	LENGTH	START COLUMN
Student Identification Number	SSN	A	9	1
Gender	GENDER	N	1	10
Date of Birth	DOB	A	6	11
Race/Ethnic Identification	RACE	N	1	17
Citizenship	CITIZEN	N	1	18
Residence at Time of Entry	RESIDENC	N	1	19
Physical Disability Flag	PDFLAG	N	1	20
Learning Disability	LEARNDIS	N	1	21
Economically Disadvantaged	ECONDIS	N	1	22
Academically Disadvantaged	ACADDIS	N	1	23
Current Employment	CURREMP	N	1	24

Long file name: Basic Demographic--Optional
Short file name: OPTDEMO

DATA ELEMENT	SHORT NAME	TYPE	LENGTH	START COLUMN
Student Identification Number	SSN	A	9	1
Zip Code	ZIPCODE	A	5	10
Highest Level of Education Obtained by Father	EDUFATH	N	1	15
Highest Level of Education Obtained by Mother	EDUMOTH	N	1	16
Marital Status	MARITAL	N	1	17
Number of Dependents	DEPENDS	N	1	18
Special Populations	SPECPOP	N	1	19
Dependency Status	DEPSTAT	N	1	20
Physical Disability--Deaf	PDDEAF	N	1	21
Physical Disability--Deaf-Blind	PDDEAFBL	N	1	22
Physical Disability--Hard of Hearing	PDHHEAR	N	1	23
Physical Disability--Orthopedically Impaired	PDORTHO	N	1	24
Physical Disability--Other Health Impaired	PDOTHER	N	1	25
Physical Disability--Speech Impaired	PDSPEECH	N	1	26
Physical Disability--Visually Handicapped	PDVISUAL	N	1	27

Long file name: Educational Background
Short file name: EDUBACK

DATA ELEMENT	SHORT NAME	TYPE	LENGTH	START COLUMN
Student Identification Number	SSN	A	9	1
Last High School Attended	LASTHS	A	9	10
Type of High School Award	HSAWARD	N	1	19
Date of High School Diploma or Its Equivalent	HSDIDATE	A	4	20
High School Grade Point Average	HSGPA	N	3	24
Last College Attended	LASTCOLL	A	6	27
Previous College-Level Academic Experience	PREVACAD	N	1	33
Remediation Status at Time of Entry--Reading	RSREAD	N	1	34
Remediation Status at Time of Entry--Writing	RSWRITE	N	1	35
Remediation Status at Time of Entry--Computation	RSCOMP	N	1	36
Limited English Speaking Proficiency	LIMENG	N	1	37

Long file name: Educational Background--Optional
Short file name: OPTBACK

DATA ELEMENT	SHORT NAME	TYPE	LENGTH	START COLUMN
Student Identification Number	SSN	A	9	1
High School Rank	HSRANK	N	4	10
Size of High School Graduating Class	HSCLASS	N	4	14
High School Track	HSTRACK	N	1	18
Hours Transferred for Collegiate Credit	HOURTRAN	N	3	19
Initial Performance on Local Proficiency Exam--Reading	PLPEREAD	N	3	22
Initial Performance on Local Proficiency Exam--Writing	PLPEWRIT	N	3	25
Initial Performance on Local Proficiency Exam--Computation	PLPECOMP	N	3	28
Initial Performance on State-Mandated Proficiency Exam--Reading	PSPEREAD	N	3	31
Initial Performance on State-Mandated Proficiency Exam--Writing	PSPEWRIT	N	3	34
Initial Performance on State-Mandated Proficiency Exam--Computation	PSPECOMP	N	3	37

Long file name: Enrollment Status
Short file name: ENRSTAT

DATA ELEMENT	SHORT NAME	TYPE	LENGTH	START COLUMN
Student Identification Number	SSN	A	9	1
First Term of Academic History	FTACHIST	A	3	10
Admission Status	ADMSTAT	N	1	13
Basis of Admission	BASISADM	N	1	14
Financial Aid Status	FINAIDST	N	1	15
Time of Attendance	TIMEATT	N	1	16
Location of Instruction	LOCINSTR	N	1	17
Initial Program at Time of Entry	INITPROG	A	6	18
Program Track	PROGTRK	N	1	24
Student Objective in Attending College	STUDOBJ	N	1	25
Intended Duration	INTDUR	N	1	26

Long file name: Remediation Performance
Short file name: REMPERF

DATA ELEMENT	SHORT NAME	TYPE	LENGTH	START COLUMN
Student Identification Number	SSN	A	9	1
Term of Enrollment in First College-Level English Course	TENRENG	A	3	10
Performance in First College-Level English Course	PERFENG	N	1	13
Term of Enrollment in First College-Level Math Course	TENMATH	A	3	14
Performance in First College-Level Math Course	PERFMATH	N	1	17

Long file name: Enrollment Status--Optional
Short file name: OPTSTAT

DATA ELEMENT	SHORT NAME	TYPE	LENGTH	START COLUMN
Student Identification Number	SSN	A	9	1
Type of Financial Aid Award	FINAWD	N	1	10

Long file name: Beginning of Term Update
Short file name: BOTUPDT

DATA ELEMENT	SHORT NAME	TYPE	LENGTH	START COLUMN
Student Identification Number	SSN	A	9	1
Term Identification	TERMIDnn	A	3	10
Student Credit Hours Attempted as of the Official State Reporting Date	SCHATTnn	N	2	13
Student Credit Hours Attempted as the Official State Reporting Date for Non-Remedial Courses	ATTNRnn	N	2	15 of
Current Program	PRENRTnn	A	6	17
Remediation by Level Attempted--Reading	RAREADnn	N	1	23
Remediation by Level Attempted--Writing	RAWRITnn	N	1	24
Remediation by Level Attempted--Computation	RACOMPnn	N	1	25

Long file name: End of Term Update
Short file name: EOTUPDT

DATA ELEMENT	SHORT NAME	TYPE	LENGTH	START COLUMN
Student Identification Number	SSN	A	9	1
Term Identification	TERMIDnn	A	3	10
Student Credit Hours Attempted for Which Grades Were Received	SATTGRnn	N	2	13
Student Credit Hours Successfully Completed	SATTSnn	N	2	15
Grade Point Average	TRMGPAnn	N	4	17
Student Credit Hours Attempted for Which Grades Were Received for Non-Remedial Courses	CATTGNnn	N	2	21
Student Credit Hours for Which the Grade A, B, or C Was Received for Non-Remedial Courses	CATTNRnn	N	2	23
Student Credit Hours for Which the Grade D Was Received for Non-Remedial Courses	CATNRDnn	N	2	25
Grade Point Average for Non-Remedial Courses	TMGPANnn	N	4	27
Academic Standing	ACSTANnn	N	1	31
Proficiency Level Attained--Reading	PAREADnn	N	1	32
Proficiency Level Attained--Writing	PAWRITnn	N	1	33
Proficiency Level Attained--Computation	PACOMPnn	N	1	34
Type of Degree/Certificate Awarded	DEGnn	N	1	35
Term GED Activity	TERGEDnn	N	1	36
Term ESL Activity	TERESLnn	N	1	37
Term Non-Credit Activity	TERNCRnn	N	1	38

Long file name: End of Term Update--Optional

Short file name: OPTTRK

DATA ELEMENT	SHORT NAME	TYPE	LENGTH	START COLUMN
Student Identification Number	SSN	A	9	1
Term Identification	TERMIDnn	A	3	10
Honor Points for All Courses	PTSALLnn	N	4	13
Honor Points for Non-Remedial Courses	PTSNRnn	N	4	17
Performance on Local Proficiency Exam--Reading	PLREADnn	N	3	21
Performance on Local Proficiency Exam--Writing	PLWRITnn	N	3	24
Performance on Local Proficiency Exam--Computation	PLCOMPnn	N	3	27
Hours Awarded by Assessment of Learning	HRAWARnn	N	2	30

Long file name: Follow-Up Elements--Optional
Short file name: OPTFOLL

DATA ELEMENT	SHORT NAME	TYPE	LENGTH	START COLUMN
Student Identification Number	SSN	A	9	1
Transcripts Requested	TRANREQ	N	1	10
Transferred to Another Institution	TRANINST	A	6	11
Credit Hours Accepted by Transfer Institution	CHACCEPT	N	3	17
First Term Enrolled in Transfer Institution	FTENRTRA	A	3	20
Program Enrolled in at Transfer Institution	TRANPROG	A	6	23
First Degree Attained in Transfer Institution	TRANDEG	N	1	29
Program of First Degree Awarded	TRANDGPR	A	6	30
Employment Status at Time of Follow-Up	FEMPSTAT	N	1	36
Employment in Field for Which Trained	EMPINFLD	N	1	37
Average Hourly Salary/Wage Rate in Current Job	AVGWAGE	N	4	38
Employer Rating--Technical Knowledge	ERTECH	N	1	42
Employer Rating--Work Attitude	ERATTIT	N	1	43
Employer Rating--Work Quality	ERQUALIT	N	1	44

Data Capture Procedures

The success of the tracking system depends on the institution's ability to select and extract the appropriate data elements from existing student records, and to convert these elements into the formats required by the tracking system. Five basic file manipulation operations must be performed, and each is described below.

1. Extraction and Recoding of Data: As a first step in constructing the tracking data base, each institution must extract the required student record data from existing files and must ensure that the coding structure for each element is consistent with system specifications.

   The extraction process involves locating each data element in existing student registration data base(s) and copying its contents to one of the source files described above. The optional SPSS tracking system software expects single, fixed-length, ASCII records for each student. Throughout this document "ASCII" is used to refer to a data record where all items are in a character format. For example, the number "121" is represented by the characters "121" rather than by a binary encoding. The ASCII files are read by an SPSS program. This program produces SPSS system files that are used to manipulate files and to generate reports. Custom software developed by individual institutions within system specifications will probably be subject to similar requirements.

   Furthermore, for each data element, a recoding process may be needed to translate the coding schemes used by the institution into that required by the tracking system. For example, an institution may use the codes "M" and "F" for male and female. Assigned tracking system codes for this data element, however, are "1" and "2" for male and female. Each institution must determine how to make this translation. It may involve a simple recode task within the record-keeping system itself, or it may require special programming to produce the desired result. If the optional SPSS software is used, SPSS can perform the recode function and create an SPSS system file for later use. The SPSS software provided, wherever possible, provides example code that can be adapted to perform required recodes of this kind. In any case, the recode task should be accomplished within each source file before cohort tracking files are constructed.

2. Establishment of a Cohort: To track a set of students, the data for the selected students must be extracted from the institutional data base. The tracking system defines a cohort based on the first term of active academic history at the institution. Active academic history means that the student was enrolled for at least one credit hour or has officially enrolled in a non-credit program. The only exception to this rule is for students who have a past instance of enrollment at the institution more than six years old. In this case, the student has no past cohort in which to reside, and is treated as a "new" student. Once established, the cohort file is updated each term as the students that it contains progress.

   Several data elements are "fixed" and are incorporated into the

longitudinal enrollment record when the cohort is first defined. They include demographic, educational background, and other data elements which either will not or should not change over the course of enrollment. The content of these elements reflect each student's first term of academic history. Fixed elements of this kind are combined with term-by-term information to form the evolving tracking record. An institution can simultaneously track many distinct cohorts established in this manner. For example, an institution might simultaneously establish cohorts of students who first entered the institution in the fall of 1987, 1988, and 1989.

Each cohort is defined and maintained as a separate tracking file. Once the correct data are extracted, recoded, and copied to the appropriate source files the tracking system will update each cohort's longitudinal tracking file. To create the tracking data file for a given cohort, the appropriate source data files must be generated (in ASCII if the optional SPSS software is used) according to the file layouts described above. Source data files are then successively read by the SPSS software or a local alternative, the data associated with a given cohort are extracted, and the results are combined to form the longitudinal enrollment record. All of these steps can be accomplished using the optional SPSS program provided. Alternatively, the institution can develop its own procedures for accomplishing this task. The SPSS program also generates a frequency count for each value of each categorical variable, as well as general statistics for continuous variables. These frequency reports should be examined carefully, and the results checked against known parameters of the cohort to guard against errors in creating the cohort file. If the SPSS software is not used, similar safeguards should be built into the data extraction and recode procedures that the institution develops.

3. Beginning of Term Update: At the beginning of each term, several data elements must be extracted from regular term registration records in the student data base. This procedure is usually performed just after the official reporting or "census" date for the institution. At this time a "Beginning of Term Update" source file record for each student enrolled is created that shows such elements as Student Credit Hours Attempted, Student Credit Hours Attempted in Non-Remedial Courses, Academic Standing, Remediation Attempted (for Reading, Writing, and Computation), and Program Enrolled In. These data must then be incorporated into the proper student tracking records in each established cohort tracking file.

   To perform the update using supplied SPSS software, the Beginning of Term Update source file and the desired cohort tracking file are read by an SPSS program. This program uses the MATCH feature of SPSS to match the "transaction" (term) file against the "master" (tracking) file. The updated records are written out for later processing. As above, this program generates a listing which should be checked for errors before proceeding. A similar procedure must be developed using locally designed software if the SPSS package is not employed.

4. End of Term Update: To complete the term tracking data, a parallel record must be created for each student at the end of each term that

shows the results of the term's efforts. These records are contained in an "End of Term Update" source file similar to that used at the beginning of the term. This record contains values for Student Credit Hours Attempted for Which Grades Were Received, Student Credit Hours Successfully Attempted, Grade Point Average, and so on. The tracking system software updates the student tracking record using this data. This update is achieved in the same way as the beginning of term update described above. A transaction file is used to update the master file and a listing is produced.

5. Archiving: The student tracking system is designed to provide historical information about identified groups of students. For example, information on student credit hours attempted must be preserved as of the census date and not overwritten with subsequent changes in credit hour load. This may make it desirable to create a backup copy of student term records "frozen" as of the census date for later use in updating tracking system data files. If a "file freeze" procedure of this kind is accomplished regularly, it is possible to create retrospective as well as current tracking files.

   Because constructing the tracking system involves considerable time and expense, it is worthwhile to ensure that no loss of data occurs. It is highly recommended that procedures be developed to provide for the systematic backup of each data element required by the system. This will allow reconstruction of a cohort file in the event of software error or computer failure.

Section 4

Report Definition and Production

This section of the Implementation Manual describes and defines each report produced by the tracking system. Institutional reports are intended to provide policy and planning guidance at the institutional level. State reports are intended to communicate summary statistics on cohort progress and remediation success to the State Coordinating Board. Because of the number and complexity of data elements maintained, most reports include only credit students. A more limited set of reports provides basic persistence information on non-credit students. All reports can be produced for the entire cohort population or for defined subsets of that population.

Each report produced by the system presents information associated with a single tracking cohort. If the results for a number of cohorts are desired, it is possible to merge results into a single table--provided, of course, that comparable "snapshots" (for example, two years after initial enrollment) are used for each cohort. Each report is also calculated as of a given point in time in the longitudinal enrollment history of the cohort. While reports can be generated to reflect the cohort's status as of any term up to and including the final term of a six-year tracking period, the most useful reporting times are one, two, and three years after initial enrollment.

The various report formats contain a large number of calculated variables since each report is in essence an extended cross-tabulation of various items in the tracking file. This section will describe the calculations used to produce each column and row within each report. On all reports, unless otherwise noted, each cell contains the subpopulation that is defined by the intersection of its respective row and column. For example, on the Institution-Level Progress Report, the cell at the intersection of "Total Students" and "55 and Over" contains the number of students who are part of the cohort, regardless of current enrollment status, and are fifty-five or more years of age.

Reports produced by the system are as follows:

Institution-Level Progress Reports (2)

Institution-Level Performance Report (1)

Institution-Level Remediation Status Reports (3)

State-Level Progress Report (1)

State-Level Remediation Status Reports (2)

In the subsections below, each report is described in terms of its layout and required calculations. Because each report is a cross-tabulation, definitions and calculational procedures associated with each column or row heading in the report are sufficient to define its contents. Formats are provided for each report and follow these definitions. Additional calculational documentation is provided, if appropriate, in the form of notes keyed by number to a designated location on the report format itself.

Institution-Level Progress Report

The purpose of the Institution-Level Progress Reports is to document the extent to which particular student subpopulations are persisting from term to term at the institution. The format of the reports involves a number of persistence status indicators as column headers, and a range of subpopulation descriptors as row variables. The reports are produced in two forms: one shows the number of students and the other the percentages of students in each category. Column and row variables for these reports are defined below. This report may be run for all students or for designated subpopulations.

Column variables for all institution-level progress reports are as follows:

TOTAL STUDENTS: Total number of students in the cohort who are members of the demographic group described by the row label. For the percentage report, this number is repeated to serve as an indicator of cell size.

ENROLLED: Number of students in the cohort who are officially enrolled in the "current" term (the term for which the report is run). This term number is supplied as a parameter when the report is produced.

NOT ENROLLED: Number of students who are not officially enrolled in the "current" term.

DROPPED OUT: Number of students who have not officially enrolled for two consecutive prior regular terms, or for one regular and two summer terms (consecutive), and have not graduated. Note that the classification of a student as a dropout is provisional and may change based on subsequent student enrollment.

SUSPENDED/DISMISSED: Number of students who are on suspension from or dismissed from the institution for whatever reason as of the "current" term.

COMPLETERS: Number of students who have earned some type of degree or certificate in any prior term, up to and including the "current" term. Note that the same student may be present in both this category and in the "currently enrolled" category, if the student has reenrolled after program completion.

FIRST TERM ONLY: Number of students who officially enrolled in the first term of the cohort, but who have not registered in any subsequent term up to and including the "current" term, and who have not graduated. Note that if the report is generated for the first term of the cohort, then this column should equal the TOTAL STUDENTS column.

REENROLLED COMPLETERS: Number of students who have received a degree or certificate in any term up to and including the reported term, and who have continued to officially enroll in any term after receipt of a degree up to and including the "current" term.

Row Variables for Institution-Level Progress Reports are of several kinds. An initial set of row variables uses required demographic elements defined as follows:

GENDER: Male and female categories as indicated by the Gender data element.

AGE: Age categories as indicated. Student age is calculated from the Date of Birth data element as of the beginning of the cohort tracking period.

ETHNICITY: Ethnic categories as indicated by the Racial/Ethnic Identification data element.

CITIZENSHIP: Categories as defined by the Citizenship data element.

RESIDENCE AT TIME OF ENTRY: Categories as defined by the Residence data element.

ANY PHYSICAL DISABILITY: Number of students who have any one of the physical disabilities as defined by Physical Disability data element. Calculation requires merging these categories in a single code.

PHYSICAL DISABILITIES: Categories as defined by the Physical Disability data element.

ECONOMICALLY DISADVANTAGED: Categories as defined by the Economically Disadvantaged data element.

ACADEMICALLY DISADVANTAGED: Categories as defined by the Academically Disadvantaged data element.

If the institution maintains optional demographic elements, reports that include these elements can be produced. Row variables associated with these elements are defined as follows:

ZIP CODES WITH N $\geq$ 10: Number of students from each zip code area reported by ten or more students in the cohort. From all zip codes reported by fewer than ten students, the total number of students across all codes is reported.

HIGHEST EDUCATION LEVEL OF FATHER: Categories as defined by Highest Level of Education Obtained by Father data element.

HIGHEST EDUCATION LEVEL OF MOTHER: Categories as defined by Highest Level of Education Obtained by Mother data element.

MARITAL STATUS: Categories as defined by Marital Status data element.

NUMBER OF DEPENDENTS: Categories as defined by Number of Dependents data element.

SPECIAL POPULATIONS: Categories as defined by the Special Populations data element.

DEPENDENCY STATUS: Categories as defined by the Dependency Status data element.

Additional reports use educational background elements as row variables. These reports will typically be run for credit students only. These are defined as follows:

LAST HIGH SCHOOL ATTENDED: Categories as locally defined for in-district and out-of-district high schools. High schools that ten or more students in the cohort report as their last high school attended are separately listed.

TYPE OF HIGH SCHOOL AWARD: Categories as defined by Type of High School Award data element.

DATE OF HIGH SCHOOL DIPLOMA OR EQUIVALENT (TIME FROM RECEIPT TO DATE OF TERM STUDIED): Time categories as indicated. These categories are calculated from the date of high school diploma or equivalent to the date of term studied. For example, if the date of diploma is 6/86 and the term is 9/87, ">1 year ≤ 2 year" is the assigned category.

HIGH SCHOOL GRADE POINT AVERAGE: Grade point averages as indicated, calculated from the High School Grade Point Average data element.

LAST COLLEGE ATTENDED: List of FICE codes for colleges and number of students who have indicated that as the last college attended, as incorporated in the Last College Attended data element.

PREVIOUS ACADEMIC EXPERIENCE: Categories as defined by Previous Academic Experience data element.

Optional Educational Background Elements, if employed, are used to define row variables as follows:

HIGH SCHOOL RANK: Percentage ranges as indicated.

SIZE OF GRADUATING CLASS: Sizes as indicated.

HIGH SCHOOL TRACK: Categories as indicated by the High School Track data element.

HOURS TRANSFERRED FOR CREDIT: Ranges as indicated.

PERFORMANCE ON LOCAL PROFICIENCY EXAM--READING: Categories as locally defined.

PERFORMANCE ON LOCAL PROFICIENCY EXAM--WRITING: Categories as locally defined.

PERFORMANCE ON LOCAL PROFICIENCY EXAM--COMPUTATION: Categories as locally defined.

A final set of progress reports uses enrollment status elements as row variables. These are defined as follows:

ADMISSION STATUS: Categories as defined by Admission Status data element.

BASIS OF ADMISSION: Categories as defined by Basis of Admission data element.

FINANCIAL AID STATUS: Categories as defined by Financial Aid Status data element.

TIME OF ATTENDANCE: Categories as defined by Time of Attendance data element.

LOCATION OF INSTRUCTION: Categories as defined by Location of Instruction data element.

PROGRAM TRACK: Categories as defined by Program Track data element.

STUDENT OBJECTIVE IN ATTENDING COLLEGE: Categories as defined by Student Objective in Attending College data element.

INTENDED DURATION: Categories as defined by Intended Duration data element.

TOTAL HOURS ATTEMPTED IN FIRST TERM: Categories as indicated based on Student Credit Hours Attempted as of the Official State Reporting Date in the First Term of Academic History.

INITIAL PROGRAM AT TIME OF ENTRY: Number of students who have enrolled in each program, as indicated by the Program Enrolled In data element for the student's first term of enrollment.

MM/DD/YY

Institution-Level Progress Report: Counts

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Basic Demographic Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Total:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Sex:								
Male	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Female	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Age:								
Under 18	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
18-21	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
22-24	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
25-34	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
35-44	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
45-54	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
55 and Over	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Ethnicity:								
American Indian or Alaskan Native	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Asian or Pacific Is.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Black, Non-Hispanic	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Hispanic	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Nonresident Alien	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
White, Non-Hispanic	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Citizenship:								
United States Citizen	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Foreign National								
Nonresident Alien	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Resident Alien	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Residence at Time of Entry:								
In-District	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
In-State	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Out-of-State	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Foreign	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

4.6

Institution-Level Progress Report: Counts

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Basic Demographic Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Any Phys. Disability:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Learning Disability:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Economically Disadvantaged:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Academically Disadvantaged:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Employment:								
Employed Full-time	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Employed Part-time	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Employed as Homemaker	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Not emp., Seeking	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Not Emp., Not Seeking	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

4.7

Institution-Level Progress Report: Counts

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Optional Demographic Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Total:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Zip Codes with N >= 10:								
NNNNN	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
NNNNN	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
NNNNN	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
.								
.								
.								
All Other Zip Codes	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Highest Education Level of Father:								
Not a H.S. Grad.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
H.S. Grad.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Some College or Associate's Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Bachelor's Degree or Above	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Highest Education Level of Mother:								
Not a H.S. Grad.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
H.S. Grad.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Some College or Associate's Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Bachelor's Degree or Above	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Marital Status:								
Single, Never Married	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Married	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Divorced/Separated	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Widow/Widower	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Number of Dependents:								
0	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
1-4	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
5 or More	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Progress Report: Counts

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Optional Demographic Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Special Populations:								
Active Military	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Incarcerated	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Other	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Dependency Status:								
Independent	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Dependent	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Physical Disabilities:								
Deaf	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Deaf-Blind	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Hard of Hearing	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Orthopedically Imp.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Other Health Impaired	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Speech Impaired	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Visually Handicapped	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Progress Report: Counts

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Educational Background Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Last High School Attended:								
All In-District	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
All Out-of-District	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
H.S. With N>=10:								
NNNNNN	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
NNNNNN	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Type of High School Award:								
Standard	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Collegiate	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Honors	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Certif. of Attendance	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
GED	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
No High School Award	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Date of High School Diploma or Equivalent (Time from Receipt to Date of Term Studied):								
1 Year or Less	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
>1 Year <=2 Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
>2 Years <=3 Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
>3 Years <=5 Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
>5 Years <=10 Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Over 10 Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
High School Grade Point Average:								
Less than 70	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
70 to 79	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
80 to 89	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
90 to 100	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Over 100	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Last College Attended:								
FICE Code 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
FICE Code N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Progress Report: Counts

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Educational Background Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Previous Academic Experience:								
None	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Some Postsecondary Education	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Postsecondary Award, Certificate, or Diploma	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Associate's Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Bachelor's Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Master's Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Doctor's Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
First-Profess. Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Progress Report: Counts

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXX Term
by Optional Educational Background Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
High School Rank:								
91-100%	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
76%-90%	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
51%-75%	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
26%-50%	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
25% or Below	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Size of High School Graduating Class:								
1 to 50	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
51 to 300	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
301 to 1000	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
1001 to 2000	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
2001 or More	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
High School Track:								
Standard	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Collegiate	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Honors	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Hours Transferred for Credit:								
0	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
1-12	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
13-24	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
25-36	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
More than 36	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Perf. on Local Proficiency Exam-Reading:								
Local Category 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Local Category N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Perf. on Local Proficiency Exam-Writing:								
Local Category 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Local Category N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Perf. on Local Proficiency Exam-Computat:								
Local Category 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Local Category N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

4.12

Institution-Level Progress Report: Counts

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Enrollment Status Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Admission Status:								
Full	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Provisional	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Basis of Admission:								
High School Graduate	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Indiv. Approval	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
GED Certificate	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
College Transfer	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Transient	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Readmission, Previously Enrolled	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Early Adm.-Con. Cred.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Other	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Financial Aid Status:								
Applied	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Applied, Eligible	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Applied, Eligible, and Awarded	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Applied, Eligible, Awarded, and Collected	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Did Not Apply	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Time of Attendance:								
Regular Day Program	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Evening	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Weekend	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Other	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Location of Instruction								
On-Campus	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Off-Campus	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Program Track:								
Vocational	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Academic	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Unclassified	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

4.13

Institution-Level Progress Report: Counts

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Enrollment Status Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Student Objective in Attending College:								
Get a Job	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Improve Skills Needed for Current Job	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Get a Better Job	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Earn One-Year Certif.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Earn Two-Year Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Earn Four-Year Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Personal Enrichment	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Other	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Intended Duration:								
One Term Only	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Two Terms	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
One Year	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Two Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Three Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
More Than Three Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Total Hours Attempted in First Term:								
1 - 6 Hours	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
7 - 12 Hours	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
More Than 12 Hours	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Progress Report: Counts

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Enrollment Status Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Initial Program at Time of Entry:								
Program 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Program N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Progress Report: Percents

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXX Term
by Basic Demographic Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Total:	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Sex:								
Male	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Female	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Age:								
Under 18	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
18-21	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
22-24	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
25-34	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
35-44	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
45-54	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
55 and Over	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Ethnicity:								
American Indian or Alaskan Native	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Asian or Pacific Is.	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Black, Non-Hispanic	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Hispanic	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Nonresident Alien	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
White, Non-Hispanic	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Citizenship:								
United States Citizen	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Foreign National								
Nonresident Alien	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Resident Alien	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Residence at Time of Entry:								
In-District	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
In-State	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Out-of-State	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Foreign	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%

Institution-Level Progress Report: Percents

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Basic Demographic Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Any Phys. Disability:	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Learning Disability:	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Economically Disadvantaged:	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Academically Disadvantaged:	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Employment:								
Employed Full-time	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Employed Part-time	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Employed as Homemaker	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Not emp., Seeking	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Not Emp., Not Seeking	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%

4.17

Institution-Level Progress Report: Percents

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXX Term
by Optional Demographic Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Total:	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Zip Codes with N >= 10:								
NNNNN	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
NNNNN	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
NNNNN	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
.								
.								
.								
All Other Zip Codes	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Highest Education Level of Father:								
Not a H.S. Grad.	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
H.S. Grad.	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Some College or Associate's Degree	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Bachelor's Degree or Above	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Highest Education Level of Mother:								
Not a H.S. Grad.	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
H.S. Grad.	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Some College or Associate's Degree	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Bachelor's Degree or Above	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Marital Status:								
Single, Never Married	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Married	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Divorced/Separated	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Widow/Widower	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Number of Dependents:								
0	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
1-4	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
5 or More	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%

Institution-Level Progress Report: Percents

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Optional Demographic Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Special Populations:								
Active Military	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Incarcerated	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Other	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Dependency Status:								
Independent	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Dependent	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Physical Disabilities:								
Deaf	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Deaf-Blind	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Hard of Hearing	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Orthopedically Imp.	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Other Health Impaired	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Speech Impaired	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Visually Handicapped	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%

Institution-Level Progress Report: Percents

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Educational Background Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Last High School Attended:								
All In-District	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
All Out-of-District	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
H.S. With N>=10:								
NNNNNN	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
NNNNNN	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Type of High School Award:								
Standard	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Collegiate	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Honors	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Certif. of Attendance	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
GED	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
No High School Award	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Date of High School Diploma or Equivalent (Time from Receipt to Date of Term Studied):								
1 Year or Less	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
>1 Year <=2 Years	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
>2 Years <=3 Years	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
>3 Years <=5 Years	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
>5 Years <=10 Years	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Over 10 Years	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
High School Grade Point Average:								
Less than 70	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
70 to 79	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
80 to 89	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
90 to 100	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Over 100	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Last College Attended:								
FICE Code 1	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
FICE Code N	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%

Institution-Level Progress Report: Percents

for XXXXXXXXXXX Cohort

as of XXXXXXXXXXXX Term

by Educational Background Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Previous Academic Experience:								
None	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Some Postsecondary Education	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Postsecondary Award, Certificate, or Diploma	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Associate's Degree	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Bachelor's Degree	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Master's Degree	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Doctor's Degree	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
First-Profess. Degree	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%

4.21

Institution-Level Progress Report: Percents
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Optional Educational Background Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
High School Rank:								
91-100%	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
76%-90%	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
51%-75%	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
26%-50%	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
25% or Below	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Size of High School Graduating Class:								
1 to 50	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
51 to 300	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
301 to 1000	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
1001 to 2000	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
2001 or More	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
High School Track:								
Standard	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Collegiate	99,999	999.9%	999.9%	999.9%	999.9%.	999.9%	999.9%	999.9%
Honors	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Hours Transferred for Credit:								
0	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
1-12	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
13-24	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
25-36	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
More than 36	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Perf. on Local Proficiency Exam-Reading:								
Local Category I	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Local Category N	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Perf. on Local Proficiency Exam-Writing:								
Local Category I	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Local Category N	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Perf. on Local Proficiency Exam-Computat:								
Local Category I	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Local Category N	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%

4.22

Institution-Level Progress Report: Percents

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Enrollment Status Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Admission Status:								
Full	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Provisional	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Basis of Admission:								
High School Graduate	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Indiv. Approval	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
GED Certificate	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
College Transfer	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Transient	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Readmission, Previously Enrolled	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Early Adm.-Con. Cred.	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Other	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Financial Aid Status:								
Applied	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Applied, Eligible	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Applied, Eligible, and Awarded	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Applied, Eligible, Awarded, and Collected	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Did Not Apply	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Time of Attendance:								
Regular Day Program	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Evening	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Weekend	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Other	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Location of Instruction								
On-Campus	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Off-Campus	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Program Track:								
Vocational	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Academic	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Unclassified	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%

Institution-Level Progress Report: Percents

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Enrollment Status Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Initial Program at Time of Entry:								
Program 1	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Program N	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%

Institution-Level Progress Report: Percents

for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Enrollment Status Elements

	Total Students	Enrolled	Not Enrolled	Dropped Out	Suspended/ Dismissed	Graduates	First Term Only	Reenrolled Graduates
Student Objective in Attending College:								
Get a Job	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Improve Skills Needed for Current Job	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Get a Better Job	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Earn One-Year Certif.	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Earn Two-Year Degree	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Earn Four-Year Degree	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Personal Enrichment	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Other	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Intended Duration:								
One Term Only	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Two Terms	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
One Year	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Two Years	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Three Years	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
More Than Three Years	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
Total Hours Attempted in First Term:								
1 - 6 Hours	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
7 - 12 Hours	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%
More Than 12 Hours	99,999	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%	999.9%

4.25

Institution-Level Performance Report

The purpose of the Institution-Level Performance Report is to present summary statistics that describe the enrollment behavior of particular student subpopulations as they progress through the curriculum. The report is intended to cover credit-seeking students only, and is only appropriately used with this population. The layout of the report is similar to the Institution-Level Progress Report. Performance indicators are arrayed as column headers and subpopulation breakdowns are incorporated as row variables. Both types of variables are described below.

Column Variables:

TOTAL STUDENTS: Total number of students in the cohort who are members of the demographic group described by the row labels. These totals are identical to those used in the Progress Report.

NUMBER OF TERMS ATTENDED: The number of terms, on average, that students in the groups indicated by the row labels were in attendance at the institution. "Attended" is defined as having enrolled for at least one credit hour in a given term. The average presented is thus a group average for the designated population.

TOTAL SCH EARNED: Total number of student credit hours earned based on the Student Credit Hours Successfully Attempted data element. As above, this statistic is presented as a group average for the designated population.

AVERAGE LOAD: Average number of credit hours attempted each term attended, up to and including the "current" term. This is an "average of averages." Each student's average load is first calculated for all terms for which the student enrolled for one or more credit hours. Then this statistic is averaged across all members of the designated population.

SCH COMPLETION RATIO: Ratio of the total number of Student Credit Hours Attempted by each student up to and including the "current" term, divided by the total number of Student Credit Hours Successfully Completed by that student over the same period. The ratio is 1.000 for a student who successfully completes all courses. The completion ratio is calculated first for each student based on actual enrollments and completions. Then an average is prepared for the designated subpopulation of which the student is a member.

CUMULATIVE OVERALL GPA: Average of term grade point averages for work in all courses for which grades were received, for all terms in which a student was enrolled up to and including the "current" term. This is a cumulative average based upon all cohort records. Because the tracking system does not record completed incompletes, this statistic may not directly match the cumulative GPA in the student's permanent record.

CUMULATIVE NON-REMEDIAL GPA: Average of all term grade point averages for work in non-remedial courses for which grades were received, for all terms in which a student was enrolled up to and including the "current" term.

PERCENT WITH GPA LESS THAN 2.00: Percentage of students in the cohort whose cumulative overall grade point average is less than 2.00.

PERCENT STARTERS COMPLETING: Percentage of students in the cohort who have successfully completed a degree program in any term up to and including the "current" term. This entry is identical to the "completers" column in the Progress Report.

NUMBER OF TERMS TAKEN TO COMPLETE PROGRAM: For those students completing a program only, the average number of terms in which a student registered for one or more credit hours, up to and including the term in which a degree was received. Like number of terms attended, this is an absolute average calculated across each designated student subpopulation.

Row Variables:

The row variable definitions and labels employed for the Performance Report are identical to those used in the Progress Report.

Institution-Level Performance Report
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Basic Demographic Elements

	Total Students	# Terms Attended	Total SCH Earned	Average Load	SCH Completion Ratio	Cumulative Overall GPA	Cumulative Non-Remed. GPA	% With Overall GPA ≥ 2.00	% Starters Completing	# of Terms Taken to Complete Program
Total:	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Sex:										
Male	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Female	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Age:										
Under 18	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
18-21	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
22-24	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
25-34	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
35-44	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
45-54	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
55 and Over	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Ethnicity:										
American Indian or Alaskan Native	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Asian or Pacific Is.	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Black, Non-Hispanic	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Hispanic	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Nonresident Alien	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
White, Non-Hispanic	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Citizenship:										
United States Citizen	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Foreign National										
Nonresident Alien	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Resident Alien	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Residence at Time of Entry:										
In-District	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
In-State	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Out-of-State	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Foreign	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999

Institution-Level Performance Report
for XXXXXXXXXXX Cohort

as of XXXXXXXXXXXX Term
by Basic Demographic Elements

	Total Students	# Terms Attended	Total SCH Earned	Average Load	SCH Completion Ratio	Cumulative Overall GPA	Cumulative Non-Remed. GPA	% With Overall GPA ≥ 2.00	% Starters Completing	# of Terms Taken to Complete Program
Any Phys. Disability:	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Learning Disability:	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Economically Disadvantaged:	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Academically Disadvantaged:	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Employment:										
Employed Full-time	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Employed Part-time	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Employed as Homemaker	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Not emp., Seeking	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Not Emp., Not Seeking	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999

MM/DD/YY

Institution-Level Performance Report
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Optional Demographic Elements

	Total Students	# Terms Attended	Total SCH Earned	Average Load	SCH Completion Ratio	Cumulative Overall GPA	Cumulative Non-Remed. GPA	% With Overall GPA ≥ 2.00	% Starters Completing	# of Terms Taken to Complete Program
Total:	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Zip Codes with N >= 10:										
NNNNN	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
NNNNN	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
NNNNN	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
.										
.										
.										
All Other Zip Codes	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Highest Education Level of Father:										
Not a H.S. Grad.	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
H.S. Grad.	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Some College or Associates Degree	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Bachelor's Degree or Above	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Highest Education Level of Mother:										
Not a H.S. Grad.	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
H.S. Grad.	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Some College or Associates Degree	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Bachelor's Degree or Above	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Marital Status:										
Single, Never Married	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Married	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Divorced/Separated	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Widow/Widower	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Number of Dependents:										
0	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
1-4	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
5 or More	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999

Institution-Level Performance Report
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Optional Demographic Elements

	Total Students	# Terms Attended	Total SCH Earned	Average Load	SCH Completion Ratio	Cumulative Overall GPA	Cumulative Non-Remed. GPA	% With Overall GPA ≥ 2.00	% Starters Completing	# of Terms Taken to Complete Program
Special Populations:										
Active Military	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Incarcerated	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Other	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Dependency Status:										
Independent	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Dependent	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Physical Disabilities:										
Deaf	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Deaf-Blind	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Hard of Hearing	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Orthopedically Imp.	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Other Health Impaired	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Speech Impaired	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Visually Handicapped	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999

Institution-Level Performance Report
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Educational Background Elements

	Total Students	# Terms Attended	Total SCH Earned	Average Load	SCH Completion Ratio	Cumulative Overall GPA	Cumulative Non-Remed. GPA	% With Overall GPA ≥ 2.00	% Starters Completing	# of Terms Taken to Complete Program
Last High School Attended:										
All In-District	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
All Out-of-District	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
H.S. With N>=10:										
NNNNNN	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
NNNNNN	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Type of High School Award:										
Standard	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Collegiate	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Honors	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Certif. of Attendance	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
GED	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
No High School Award	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Date of High School Diploma or Equivalent (Time from Receipt to Date of Term Studied):										
1 Year or Less	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
>1 Year <=2 Years	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
>2 Years <=3 Years	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
>3 Years <=5 Years	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
>5 Years <=10 Years	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Over 10 Years	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
High School Grade Point Average:										
Less than 70	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
70 to 79	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
80 to 89	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
90 to 100	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Over 100	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Last College Attended:										
FICE 1	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
FICE 2	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999

Institution-Level Performance Report
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Educational Background Elements

	Total Students	# Terms Attended	Total SCH Earned	Average Load	SCH Completion Ratio	Cumulative Overall GPA	Cumulative Non-Remed. GPA	% With Overall GPA ≥ 2.00	% Starters Completing	# of Terms Taken to Complete Program
Previous Academic Experience:										
None	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Some Postsecondary Education	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Postsecondary Award, Certificate, or Diploma	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Associate's Degree	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Bachelor's Degree	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Master's Degree	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Doctor's Degree	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
First-Profess. Degree	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999

MM/DD/YY

Institution-Level Performance Report
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Optional Educational Background Elements

Page 1

	Total Students	# Terms Attended	Total SCH Earned	Average Load	SCH Completion Ratio	Cumulative Overall GPA	Cumulative Non-Remed. GPA	% With Overall GPA ≥ 2.00	% Starters Completing	# of Terms Taken to Complete Program
High School Rank:										
91%-100%	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
76%-90%	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
51%-75%	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
26%-50%	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
25% or Below	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Size of High School Graduating Class:										
1 to 50	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
51 to 300	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
301 to 1000	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
1001 to 2000	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
2001 or More	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
High School Track:										
Standard	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Collegiate	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Honors	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Hours Transferred for Credit:										
0	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
1-12	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
13-24	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
25-36	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
More than 36	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Performance on Proficiency Exam-Reading:										
Local Category 1	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Local Category N	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Performance on Proficiency Exam-Writing:										
Local Category 1	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Local Category N	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Performance on Proficiency Exam-Computat:										
Local Category 1	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Local Category N	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999

Institution-Level Performance Report
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Optional Educational Background Elements

	Total Students	# Terms Attended	Total SCH Earned	Average Load	SCH Completion Ratio	Cumulative Overall GPA	Cumulative Non-Remed. GPA	% With Overall GPA ≥ 2.00	% Starters Completing	# of Terms Taken to Complete Program
Perf. on Local Proficiency Exam-Reading:										
Local Category 1	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Local Category N	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Perf. on Local Proficiency Exam-Writing:										
Local Category 1	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Local Category N	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Perf. on Local Proficiency Exam-Computat:										
Local Category 1	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Local Category N	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999

Institution-Level Performance Report
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Enrollment Status Elements

	Total Students	# Terms Attended	Total SCH Earned	Average Load	SCH Completion Ratio	Cumulative Overall GPA	Cumulative Non-Remed. GPA	% With Overall GPA ≥ 2.00	% Starters Completing	# of Terms Taken to Complete Program
Admission Status:										
Full	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Provisional	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Basis of Admission:										
High School Graduate	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Indiv. Approval	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
GED Certificate	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
College Transfer	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Transient	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Readmission, Previously Enrolled	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Early Adm.-Dual Cred.	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Early Adm.-Con. Cred.	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Other	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Financial Aid Status:										
Applied	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Applied, Eligible	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Applied, Eligible, and Awarded	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Applied, Eligible, Awarded, and Collected	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Did Not Apply	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Time of Attendance:										
Regular Day Program	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Evening	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Weekend	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Other	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Location of Instruction										
On-Campus	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Off-Campus	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Program Track:										
Vocational	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Academic	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Unclassified	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999

Institution-Level Performance Report
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Enrollment Status Elements

	Total Students	# Terms Attended	Total SCH Earned	Average Load	SCH Completion Ratio	Cumulative Overall GPA	Cumulative Non-Remed. GPA	% With Overall GPA ≥ 2.00	% Starters Completing	# of Terms Taken to Complete Program
Student Objective in Attending College:										
Get a Job	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Improve Skills Needed for Current Job	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Get a Better Job	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Earn One-Year Certif.	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Earn Two-Year Degree	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Earn Four-Year Degree	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Personal Enrichment	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Other	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Intended Duration:										
One Term Only	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Two Terms	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
One Year	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Two Years	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Three Years	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
More Than Three Years	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Total Hours Attempted in First Term:										
1 - 6 Hours	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
7 - 12 Hours	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
More Than 12 Hours	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999

Institution-Level Performance Report
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Enrollment Status Elements

	Total Students	# Terms Attended	Total SCH Earned	Average Load	SCH Completion Ratio	Cumulative Overall GPA	Cumulative Non-Remed. GPA	% With Overall GPA ≥ 2.00	% Starters Completing	# of Terms Taken to Complete Program
Initial Program at Time of Entry:										
Program 1	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999
Program N	99,999	999	999	99.9	9.999	9.999	9.999	999.9%	999.9%	999

Institution-Level Remediation Status Report 1

This report presents summary statistics on the status of student competency and remediation for identified subpopulations. It is intended to apply to credit-seeking students only. Three status indicators are provided for each of three basic skills areas--reading, writing, and computation. In all cases, the classifications "satisfactory" and "completion of remediation" are based on the institution's own standards and record-keeping procedures. This report is produced in two versions: (1) absolute numbers of students within the cohort and (2) percentages of the total. Variables for each of the three basic skills areas are defined as follows.

Column Variables:

TESTED SATISFACTORY: Students who have achieved a "satisfactory" or above score on the institution's own local test for determining competency in the designated basic skills area.

TESTED UNSATISFACTORY AND REMEDIATION IS COMPLETE: Students who have not achieved a "satisfactory" score on the institution's own local test for determining competency, and who have enrolled for and by the institution's own definition have successfully completed a program of remediation.

TESTED UNSATISFACTORY AND REMEDIATION IS INCOMPLETE: Students who have not achieved a "satisfactory" score, and who have not successfully completed a program of remediation.

Row Variables:

The row variables employed by this report are identical to those used in the Progress and Performance reports.

Institution-Level Remediation Status Report 1: Counts
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXX Term
by Basic Demographic Elements

	Reading			Writing			Computation		
	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete
Total:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Sex:									
Male	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Female	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Age:									
Under 18	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
18-21	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
22-24	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
25-34	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
35-44	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
45-54	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
55 and Over	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Ethnicity:									
American Indian or Alaskan Native	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Asian or Pacific Is.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Black, Non-Hispanic	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Hispanic	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Nonresident Alien	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
White, Non-Hispanic	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Citizenship:									
United States Citizen	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Foreign National									
Nonresident Alien	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Resident Alien	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Residence at Time of Entry:									
In-District	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
In-State	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Out-of-State	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Foreign	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 1: Counts
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Basic Demographic Elements

	Reading			Writing			Computation		
	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete
Any Phys. Disability:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Learning Disability:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Economically Disadvantaged:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Academically Disadvantaged:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Employment:									
Employed Full-time	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Employed Part-time	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Employed as Homemaker	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Not emp., Seeking	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Not Emp., Not Seeking	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 1: Counts
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Optional Demographic Elements

	Reading			Writing			Computation		
	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete
Total:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Zip Codes with N >= 10:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
NNNNN	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
NNNNN	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
NNNNN	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
.									
.									
.									
All Other Zip Codes	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Highest Education Level of Father:									
Not a H.S. Grad.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
H.S. Grad.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Some College or Associates Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Bachelor's Degree or Above	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Highest Education Level of Mother:									
Not a H.S. Grad.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
H.S. Grad.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Some College or Associates Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Bachelor's Degree or Above	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Marital Status:									
Single	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Married	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Divorced/Separated	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Widow/Widower	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Number of Dependents:									
0	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
1-4	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
5 or More	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 1: Counts
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Optional Demographic Elements

	Reading			Writing			Computation		
	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete
Special Populations:									
Active Military	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Incarcerated	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Other	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Dependency Status:									
Independent	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Dependent	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Physical Disabilities:									
Deaf	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Deaf-Blind	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Hard of Hearing	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Orthopedically Imp.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Other Health Impaired	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Speech Impaired	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Visually Handicapped	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 1: Counts
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Educational Background Elements

	Reading			Writing			Computation		
	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete
Last High School Attended:									
All In-District	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
All Out-of-District	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
H.S. With N>=10:									
NNNNNN	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
NNNNNN	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Type of High School Award:									
Standard	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Collegiate	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Certif. of Attendance	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
GED	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Date of High School Diploma or Equivalent (Time from Receipt to Date of Term Studied):									
1 Year or Less	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
>1 Year <=2 Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
>2 Years <=3 Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
>3 Years <=5 Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
>5 Years <=10 Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Over 10 Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
High School Grade Point Average:									
Less than 70	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
70 to 79	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
80 to 89	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
90 to 100	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Over 100	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Last College Attended:									
FICE Code 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
FICE Code N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 1: Counts
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Educational Background Elements

	Reading			Writing			Computation		
	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete
Previous Academic Experience:									
None	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Some Postsecondary Education	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Postsecondary Award, Certificate, or Diploma	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Associate's Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Bachelor's Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Master's Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Doctor's Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
First-Profess. Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 1: Counts
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Optional Educational Background Elements

	Reading			Writing			Computation		
	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete
High School Rank:									
91%-100%	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
76%-90%	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
51%-75%	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
26%-50%	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
25% or Below	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Size of High School Graduating Class:									
1 to 50	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
51 to 300	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
301 to 1000	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
1001 to 2000	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
2001 or More	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
High School Track:									
Standard	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Collegiate	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Honors	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Hours Transferred for Credit:									
0	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
1-12	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
13-24	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
25-36	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
More than 36	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Performance on State Proficiency Exam-Reading:									
Local Category 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Local Category N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Performance on State Proficiency Exam-Writing:									
Local Category 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Local Category N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Performance on State Proficiency Exam-Computat:									
Local Category 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Local Category N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 1: Counts
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXX Term
by Optional Educational Background Elements

	Reading			Writing			Computation		
	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete
Perf. on Local Prof-iciency Exam-Reading:									
Local Category 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Local Category N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Perf. on Local Prof-iciency Exam-Writing:									
Local Category 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Local Category N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Perf. on Local Prof-iciency Exam-Computat:									
Local Category 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Local Category N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 1: Counts
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Enrollment Status Elements

	Reading			Writing			Computation		
	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete
Admission Status:									
Full	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Provisional	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Basis of Admission:									
High School Graduate	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Indiv. Approval	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
GED Certificate	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
College Transfer	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Transient	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Readmission, Previously Enrolled	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Early Adm.-Dual Cred.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Early Adm.-Con. Cred.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Other	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Financial Aid Status:									
Applied	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Applied, Eligible	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Applied, Eligible, and Awarded	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Applied, Eligible, Awarded, and Collected	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Did Not Apply	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Time of Attendance:									
Regular Day Program	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Evening	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Weekend	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Other	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Location of Instruction									
On-Campus	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Off-Campus	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Program Track:									
Vocational	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Academic	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Unclassified	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 1: Counts
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Enrollment Status Elements

	Reading			Writing			Computation		
	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete
Student Objective in Attending College:									
Get a Job	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Improve Skills Needed for Current Job	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Get a Better Job	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Earn One-Year Certif.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Earn Two-Year Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Earn Four-Year Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Personal Enrichment	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Other	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Intended Duration:									
One Term Only	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Two Terms	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
One Year	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Two Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Three Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
More Than Three Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Total Hours Attempted in First Term:									
1 - 6 Hours	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
7 - 12 Hours	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
More Than 12 Hours	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 1: Counts
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Enrollment Status Elements

	Reading			Writing			Computation		
	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete
Initial Program at Time of Entry:									
Program 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Program N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 2

This report provides detailed indicators of the success of an institution's remediation effort. Included are the numbers and percentages of students achieving proficiency, completion rates, and performance in subsequent coursework. Column variables describe the indicators. Row variables provide student remediation status in each of the three defined basic skills areas. Like the above report, it is intended to apply to credit-seeking students only. Report variables are defined as follows:

Column Variables:

TOTAL STUDENTS: The total number of students in the cohort who are members of each identified remediation group as defined by the variables described below.

ACHIEVING PROFICIENCY IN YEAR 1, 2, 3: The number and percentage of students in the cohort who achieved proficiency status in the identified deficiency, as determined by the institution's own assessment procedures and coded in the Proficiency Level Attained data element, in each of three elapsed years from the point of entry.

PERFORMANCE IN NON-REMEDIAL COURSES: The performance of students in all non-remedial coursework up to and including the "current" term. Definitions for sub-elements are identical to those used in the Institution-Level Performance Report.

NUMBER COMPLETED: The number and percentage of students in the cohort who have successfully completed a program as of the "current" term. This definition is identical to that used in the Institution-Level Progress Report.

PERFORMANCE IN NON-REMEDIAL COURSES: Grades earned for hours enrolled for in non-remedial courses are distributed across grade categories. Completion ratios are defined in the same manner as in the Institution-Level Performance Report, and are broken down by the indicated categories.

REMEDIATION ATTEMPTED AND COMPLETED: Includes only students who attempted remediation at some point up to and including the "current" term, categorized by whether or not they successfully achieved proficiency. Source data elements are the Remediation Level Attempted and Proficiency Level Attained elements for all terms prior to and including the "current" term.

PERFORMANCE IN DESIGNATED NON-REMEDIAL COURSES: Includes student performance in the first relevant college-level course that corresponds with a particular deficiency as indicated by the appropriate row variable. Designated Non-Remedial courses are defined as 1) non-remedial college-level courses taken in the term following the completion of remediation for Reading, 2) First College-Level English Course for Writing, and 3) First College-Level Mathematics Course for Computation, as indicated in their respective term tracking data elements. Performance categories are defined as indicated in earlier definitions of the same name.

Row variables for this report are first broken down by area of proficiency similar to the definitions used in the column headings of the Institution-Level Remediation Status Report 1 described previously. Separate breakdowns are provided for three proficiency areas--Reading, Writing, and Computation. Within each of these areas, the following row variables are used:

SATISFACTORY: Includes students assessed as having achieved proficiency in the skill area at time of entry as determined by the institution's own local procedures and embodied in the Proficiency Achieved data element.

IN NEED, ATTEMPTED FIRST TERM: Includes students assessed as not having achieved proficiency as defined above, and attempting remediation in their first term of enrollment as indicated by the Remediation by Level Attempted term tracking data element.

IN NEED, DID NOT ATTEMPT: Includes students assessed as not having achieved proficiency as defined above, and not attempting remediation in their first term of enrollment as defined above.

Notes:

1. Percentage entries in this column represent the percentage of total within the column. In this case, the entry contains the percentage of the total cohort assessed as having "satisfactory" reading skills.

2. Percentage entries in this (and all other) column(s) represent the percentage of students included in the row total, distributed across the columns. In this case, the entry contains the percentage of students who were assessed as in need of remediation in reading at time of entry and who attempted remediation in their first term, and who also achieved proficiency in reading in year 1.

MM/DD/YY

Institution-Level Remediation Status Report 2
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term

1 2

	Total Students	Year 1 # Achieving Proficiency in: Year 1	Year 2 Year 2	Year 3 Year 3	Performance in Non-remedial Courses: Total SCH Attempted	Total SCH Completed	SCH Completion Ratio	GPA	Number Graduated
Total:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999	99,999	99,999	99,999 999.9%
Remediation Status at Time of Entry--Reading:									
Satisfactory Reading Skills	99,999 999.9%				99,999	99,999	99,999	99,999	99,999 999.9%
In Need, Attempted 1st Term:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999	99,999	99,999	99,999 999.9%
In Need, Did Not Attempt:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999	99,999	99,999	99,999 999.9%
Remediation Status at Time of Entry--Writing:									
Satisfactory Writing Skills	99,999 999.9%				99,999	99,999	99,999	99,999	99,999 999.9%
In Need, Attempted 1st Term:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999	99,999	99,999	99,999 999.9%
In Need, Did Not Attempt:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999	99,999	99,999	99,999 999.9%
Remediation Status at Time of Entry--Computation:									
Satisfactory Computation Skills	99,999 999.9%				99,999	99,999	99,999	99,999	99,999 999.9%
In Need, Attempted 1st Term:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999	99,999	99,999	99,999 999.9%
In Need, Did Not Attempt:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999	99,999	99,999	99,999 999.9%

Institution-Level Remediation Status Report 2
for XXXXXXXXXX Cohort
as of XXXXXXXXXXX Term

	Total	Performance in Non-remedial Courses: Number of Hours with Grade of: A-C	D	F	Not Completed	Completion Ratio for Courses Enrolled for: 75-100%	50-74%	Less Than 50%
Total:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%
Remediation Status at Time of Entry--Reading:								
Satisfactory Reading Skills	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%
In Need, Attempted First Term:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%
In Need, Did Not Attempt:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%
Remediation Status at Time of Entry--Writing:								
Satisfactory Writing Skills	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%
In Need, Attempted First Term:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%
In Need, Did Not Attempt:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%
Remediation Status at Time of Entry--Computation:								
Satisfactory Comp. Skills	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%
In Need, Attempted First Term:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%
In Need, Did Not Attempt:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%

Institution-Level Remediation Status Report 2
for XXXXXXXXXX Cohort
as of XXXXXXXXXX Term

	Total	Remediation: Attempted and Successfully	Remediation: Attempted and Completed: Unsuccessfully	Perf. in Designated Non-Remedial Courses: Number Attempting Course	Number Completing Course	GPA in Course	Grade in Course: A-C	D	F
Total:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999 999.9%	99,999 999.9%	99,999 999.9%
Remediation Status at Time of Entry--Reading:									
Satisfactory Reading Skills	99,999 999.9%			99,999 999.9%	99,999 999.9%	99,999	99,999 999.9%	99,999 999.9%	99,999 999.9%
In Need, Attempted First Term:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999 999.9%	99,999 999.9%	99,999 999.9%
In Need, Did Not Attempt:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999 999.9%	99,999 999.9%	99,999 999.9%
Remediation Status at Time of Entry--Writing:									
Satisfactory Writing Skills	99,999 999.9%			99,999 999.9%	99,999 999.9%	99,999	99,999 999.9%	99,999 999.9%	99,999 999.9%
In Need, Attempted First Term:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999 999.9%	99,999 999.9%	99,999 999.9%
In Need, Did Not Attempt:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999 999.9%	99,999 999.9%	99,999 999.9%
Remediation Status at Time of Entry--Computation:									
Satisfactory Computation Skills	99,999 999.9%			99,999 999.9%	99,999 999.9%	99,999	99,999 999.9%	99,999 999.9%	99,999 999.9%
In Need, Attempted First Term:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999 999.9%	99,999 999.9%	99,999 999.9%
In Need, Did Not Attempt:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999 999.9%	99,999 999.9%	99,999 999.9%

Institution-Level Remediation Status Report 3

This report provides detailed information on the performance of particular student subpopulations with respect to remediation in each of three basic skills areas. Like previous remediation reports, it is intended to apply to credit-seeking students only. Column variables consist of remediation status and performance indicators identical to those in Institution-Level Remediation Status Reports 1 and 2. Row variables consist of demographic elements and are similar to those used in Institution-Level Progress and Performance reports. These reports are parameter-driven, and can be generated for each of six subpopulations defined by the three basic skills areas and whether or not the student tested satisfactory or above in each area. The particular population for which the report is generated is indicated in appropriate labels in the report title.

Notes:

1. These locations in the title specify the particular population for which the report is run. Separate reports, for example, are generated for students assessed as satisfactory in reading, in writing, and in computation; and for those assessed as unsatisfactory in each of the three competency areas.

Institution-Level Remediation Status Report 3
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
for Students Assessed as <Satisfactory/Unsatisfactory> in <Reading/Writing/Computation>
by Basic Demographic Elements

	Total	# Achieving Proficiency in:			Performance in Non-remedial Courses:				Program Completion	
		Year 1	Year 2	Year 3	Total SCH Attempted	Total SCH Completed	SCH Completion Ratio	GPA	Percent Graduated	# Terms Taken to Complete
Total:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Sex:										
Male	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Female	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Age:										
Under 18	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
18-21	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
22-24	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
25-34	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
35-44	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
45-54	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
55 and Over	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Ethnicity:										
American Indian or Alaskan Native	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Asian or Pacific Is.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Black, Non-Hispanic	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Hispanic	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Nonresident Alien	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
White, Non-Hispanic	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Citizenship:										
United States Citizen	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Foreign National										
Nonresident Alien	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Resident Alien	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Residence at Time of Entry:										
In-District	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
In-State	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Out-of-State	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Foreign	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 3
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Basic Demographic Elements
for Students Assessed as <Satisfactory/Unsatisfactory> in <Reading/Writing/Computation>

	Total	# Achieving Proficiency in:			Performance in Non-remedial Courses:				Program Completion	
		Year 1	Year 2	Year 3	Total SCH Attempted	Total SCH Completed	SCH Completion Ratio	GPA	Percent Graduated	# Terms Taken to Complete
Any Phys. Disability:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Learning Disability:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Economically Disadvantaged:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Academically Disadvantaged:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Employment:										
Employed Full-time	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Employed Part-time	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Employed as Homemaker	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Not emp., Seeking	99,999	99.999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Not Emp., Not Seeking	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 3
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXX Term
by Optional Demographic Elements
for Students Assessed as <Satisfactory/Unsatisfactory> in <Reading/Writing/Computation>

	Total	# Achieving Proficiency in: Year 1	Year 2	Year 3	Performance in Non-remedial Courses: Total SCH Attempted	Total SCH Completed	SCH Completion Ratio	GPA	Program Completion Percent Graduated	# Terms Taken to Complete
Total:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Zip Codes with N >= 10:										
NNNNN	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
NNNNN	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
NNNNN	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
.										
.										
.										
All Other Zip Codes	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Highest Education Level of Father:										
Not a H.S. Grad.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
H.S. Grad.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Some College or Associate's Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Bachelor's Degree or Above	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Highest Education Level of Mother:										
Not a H.S. Grad.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
H.S. Grad.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Some College or Associates Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Bachelor's Degree or Above	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Marital Status:										
Single, Never Married	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Married	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Divorced/Separated	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Widow/Widower	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Number of Dependents:										
0	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
1-4	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
5 or More	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 3
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Optional Demographic Elements
for Students Assessed as <Satisfactory/Unsatisfactory> in <Reading/Writing/Computation>

	Total	# Achieving Proficiency in:			Performance in Non-remedial Courses:				Program Completion	
		Year 1	Year 2	Year 3	Total SCH Attempted	Total SCH Completed	SCH Completion Ratio	GPA	Percent Graduated	# Terms Taken to Complete
Special Populations:										
Active Military	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Incarcerated	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Other	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Dependency Status:										
Independent	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Dependent	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Physical Disabilities:										
Deaf	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Deaf-Blind	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Hard of Hearing	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Orthopedically Imp.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Other Health Impaired	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Speech Impaired	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Visually Handicapped	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

4.60

Institution-Level Remediation Status Report 3
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXX Term
by Educational Background Elements
for Students Assessed as <Satisfactory/Unsatisfactory> in <Reading/Writing/Computation>

	Total	# Achieving Proficiency in:			Performance in Non-remedial Courses:				Program Completion	
		Year 1	Year 2	Year 3	Total SCH Attempted	Total SCH Completed	SCH Completion Ratio	GPA	Percent Graduated	# Terms Taken to Complete
Last High School Attended:										
All In-District	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
All Out-of-District	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
H.S. With N>=10:										
NNNNNN	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
NNNNNN	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Type of High School Award:										
Standard	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Collegiate	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Honors	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Certif. of Attendance	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
GED	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
No High School Award	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Date of High School Diploma or Equivalent <Time from Receipt to Date of Term Studied>:										
1 Year or Less	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
>1 Year <=2 Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
>2 Years <=3 Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
>3 Years <=5 Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
>5 Years <=10 Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Over 10 Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
High School Grade Point Average:										
Less than 70	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
70 to 79	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
80 to 89	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
90 to 100	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Over 100	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Last College Attended:										
FICE Code 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
FICE Code 2	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 3
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Educational Background Elements
for Students Assessed as (Satisfactory/Unsatisfactory) in (Reading/Writing/Computation)

	Total	# Achieving Proficiency in:			Performance in Non-remedial Courses:				Program Completion	
		Year 1	Year 2	Year 3	Total SCH Attempted	Total SCH Completed	SCH Completion Ratio	GPA	Percent Graduated	# Terms Taken to Complete
Previous Academic Experience:										
None	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Some Postsecondary Education	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Postsecondary Award, Certificate, or Diploma	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Associate's Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Bachelor's Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Master's Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Doctor's Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
First-Profess. Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 3
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXX Term
by Optional Educational Background Elements
for Students Assessed as <Satisfactory/Unsatisfactory> in <Reading/Writing/Computation>

	Total	# Achieving Proficiency in:			Performance in Non-remedial Courses:				Program Completion	
		Year 1	Year 2	Year 3	Total SCH Attempted	Total SCH Completed	SCH Completion Ratio	GPA	Percent Graduated	# Terms Taken to Complete
High School Rank:										
91%-100%	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
76%-90%	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
51%-75%	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
26%-50%	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
25% or Below	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Size of High School Graduating Class:										
1 to 50	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
51 to 300	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
301 to 1000	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
1001 to 2000	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
2001 or More	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
High School Track:										
Standard	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Collegiate	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Honors	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Hours Transferred for Credit:										
0	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
1-12	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
13-24	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
25-36	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
More than 36	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Performance on Proficiency Exam-Reading:										
Local Category 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Local Category N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Performance on Proficiency Exam-Writing:										
Local Category 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Local Category N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Performance on Proficiency Exam-Computat:										
Local Category 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Local Category N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 3
for XXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Enrollment Status Elements
for Students Assessed as <Satisfactory/Unsatisfactory> in <Reading/Writing/Computation>

	Total	# Achieving Proficiency in: Year 1	Year 2	Year 3	Performance in Non-remedial Courses: Total SCH Attempted	Total SCH Completed	SCH Completion Ratio	GPA	Program Completion Percent Graduated	# Terms Taken to Complete
Admission Status:										
Full	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Provisional	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Basis of Admission:										
High School Graduate	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Indiv. Approval	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
GED Certificate	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
College Transfer	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Transient	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Readmission, Previously Enrolled	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Early Adm.-Dual Cred.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Early Adm.-Con. Cred.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Other	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Financial Aid Status:										
Applied	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Applied, Eligible	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Applied, Eligible, and Awarded	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Applied, Eligible, Awarded, and Collected	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Did Not Apply	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Time of Attendance:										
Regular Day Program	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Evening	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Weekend	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Other	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Location of Instruction										
On-Campus	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Off-Campus	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Program Track:										
Vocational	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Academic	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Unclassified	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 3
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXX Term
by Enrollment Status Elements
for Students Assessed as <Satisfactory/Unsatisfactory> in <Reading/Writing/Computation>

	Total	# Achieving Proficiency in:			Performance in Non-remedial Courses:				Program Completion	
		Year 1	Year 2	Year 3	Total SCH Attempted	Total SCH Completed	SCH Completion Ratio	GPA	Percent Graduated	# Terms Taken to Complete
Student Objective in Attending College:										
Get a Job	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Improve Skills Needed for Current Job	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Get a Better Job	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Earn One-Year Certif.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Earn Two-Year Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Earn Four-Year Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Personal Enrichment	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Other	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Intended Duration:										
One Term Only	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Two Terms	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
One Year	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Two Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Three Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
More Than Three Years	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Total Hours Attempted: in First Term:										
1 - 6 Hours	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
7 - 12 Hours	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
More Than 12 Hours	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

Institution-Level Remediation Status Report 3
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term
by Enrollment Status Elements
for Students Assessed as <Satisfactory/Unsatisfactory> in <Reading/Writing/Computation>

	Total	# Achieving Proficiency in:			Performance in Non-remedial Courses:				Program Completion	
		Year 1	Year 2	Year 3	Total SCH Attempted	Total SCH Completed	SCH Completion Ratio	GPA	Percent Graduated	# Terms Taken to Complete
Initial Program at Time of Entry:										
Program 1	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Program N	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

State Cohort Progress Report

This report provides summary information on student progress to the State Coordinating Board for Higher Education. It may be run for the entire cohort population, for credit-seeking students only, or for other subpopulations. The report presents both the absolute number of students and the percentage of the beginning cohort persisting at the institution from term to term, and graduating or completing a program. Column headers consist of a longitudinal series of terms for which these indicators can be generated. Row variables consist of a number of summary demographic groupings. Variables used in this report are defined as follows:

Column Variables:

TOTAL IN COHORT: The total number of students in the cohort who are members of the demographic group described by the row labels. These totals are identical to those used in all other reports. They also correspond to Term 1 enrollments.

TERM 2/TERM 18: Includes (1) the number of students in the cohort actively enrolled in the institution for each elapsed term after entry as indicated, and (2) the number who have completed a program as of the term indicated. "Term 5" entries thus include an entry for all students actively enrolled as of the fifth term after the cohort's first term of academic history, and an entry for those who had completed programs in terms up to and including the fifth term. Active enrollment is defined as registering for at least one credit hour. Completion is defined in terms of the Type of Degree/Certificate Awarded term tracking data element. Entries are provided for both absolute numbers and percentages of the total.

Row variables used in this report are demographic categories similar to those employed in Institution-Level reports, but contain less detail. Gender, Race/Ethnic, Program Track, Economic and Academic Disadvantage, Student Objective, and Intended Duration are all defined as in the Institution-Level Progress and Performance Reports. Remediation categories are defined for each of three basic proficiency areas as (1) those with "Satisfactory" skills as determined by locally defined assessment procedures and (2) those assessed as "In Need" of remediation as determined by these same procedures. Both categories are derived from Remediation Status at Time of Entry data elements for their respective proficiency areas.

PERFORMANCE IN DESIGNATED NON-REMEDIAL COURSES: Includes student performance in the first relevant college-level course that corresponds with a particular deficiency as indicated by the appropriate row variable. Designated Non-Remedial courses are defined as 1) non-remedial college-level courses taken in the term following the completion of remediation for Reading, 2) First College-Level English Course for Writing, and 3) First College-Level Mathematics Course for Computation, as indicated in their respective term tracking data elements. Performance categories are defined as indicated in earlier definitions of the same name.

Notes:

1. All percentages in this report are calculated on the basis of their associated row totals. In this case, the entry represents the percentage of males in the cohort who are still enrolled in term 1 of the cohort's history.

2. Note that completion percentages in this report are cumulative. That is, the entry noted includes all those students who had completed a degree or certificate by the end of term 4 of the cohort's history.

State Cohort Progress Report
for (Cohort Name) Cohort at (Institution Name)

	Total in Cohort/ Term 1	Term 2		Term 3		Term 4		Term 5		Term 6	
Total Still Enrolled:	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Total Completed:		99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Sex:											
Male											
Still Enrolled	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Female											
Still Enrolled	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Race/Ethnic Identification:											
American Indian or Alaskan Native											
Still Enrolled	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Asian or Pacific Islander											
Still Enrolled	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Black, Non-Hispanic											
Still Enrolled	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Hispanic											
Still Enrolled	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Nonresident Alien											
Still Enrolled	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
White, Non-Hispanic											
Still Enrolled	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Program Track:											
Vocational											
Still Enrolled	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Academic											
Still Enrolled	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Unclassified											
Still Enrolled	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%

4.69

State Cohort Progress Report
For <Cohort Name> Cohort at <Institution Name>

	Total in Cohort/ Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Economically Disadvantaged:												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Academically Disadvantaged:												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Student Objective in Attending College:												
Get a Job												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Improve Skills Needed for Current Job												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Get a Better Job												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Earn One-Year Certif.												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Earn Two-Year Degree												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Earn Four-Year Degree												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Personal Enrichment												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Other												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%

State Cohort Progress Report
For <Cohort Name> Cohort at <Institution Name>

	Total in Cohort/ Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Intended Duration:												
One Term Only												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Two Terms												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
One Year												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Two Years												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Three Years												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
More Than Three Years												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%

State Cohort Progress Report
For (Cohort Name) Cohort at (Institution Name)

	Total in Cohort/ Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Remediation Status at Time of Entry--Reading:												
Satisfactory Reading Skills												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
In Need of Reading Remediation												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Remediation Status at Time of Entry--Writing:												
Satisfactory Writing Skills												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
In Need of Writing Remediation												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Remediation Status at Time of Entry--Computation:												
Satisfactory Computation Skills												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
In Need of Computation Remediation												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%

4.72

State Cohort Progress Report
or <Cohort Name> Cohort at <Institution Name>

	Term 7		Term 8		Term 9		Term 10		Term 11		Term 12	
Total in Cohort:												
Sex:												
Male												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Female												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Race/Ethnic Identification:												
American Indian or Alaskan Native												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Asian or Pacific Islander												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Black, Non-Hispanic												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Hispanic												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Nonresident Alien												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
White, Non-Hispanic												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Program Track:												
Vocational												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Academic												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Undecided												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%

4.73

State Cohort Progress Report
For <Cohort Name> Cohort at <Institution Name>

	Term 7		Term 8		Term 9		Term 10		Term 11		Term 12	
Economically Disadvantaged:												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Academically Disadventaged:												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Student Objective in Attending College:												
Get a Job												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Improve Skills Needed for Current Job												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Get a Better Job												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Earn One-Year Certif.												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Earn Two-Year Degree												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Earn Four-Year Degree												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Personal Enrichment												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Other												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%

State Cohort Progress Report
For <Cohort Name> Cohort at <Institution Name>

	Term 7		Term 8		Term 9		Term 10		Term 11		Term 12	
Intended Duration:												
One Term Only												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Two Terms												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
One Year												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Two Years												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Three Years												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
More Than Three Years												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%

State Cohort Progress Report
For <Cohort Name> Cohort at <Institution Name>

	Term 7		Term 8		Term 9		Term 10		Term 11		Term 12	
Remediation Status at Time of Entry--Reading:												
Satisfactory Reading Skills												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
In Need of Reading Remediation												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Remediation Status at Time of Entry--Writing:												
Satisfactory Writing Skills												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
In Need of Writing Remediation												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Remediation Status at Time of Entry--Computation:												
Satisfactory Computation Skills												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
In Need of Computation Remediation												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%

State Cohort Progress Report
or <Cohort Name> Cohort at <Institution Name>

	Term 13		Term 14		Term 15		Term 16		Term 17		Term 18	
Total in Cohort:												
Sex:												
Male												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Female												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Race/Ethnic Identification:												
American Indian or Alaskan Native												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Asian or Pacific Islander												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Black, Non-Hispanic												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Hispanic												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Nonresident Alien												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
White, Non-Hispanic												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Program Track:												
Vocational												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Academic												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Undecided												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%

4.77

State Cohort Progress Report
For <Cohort Name> Cohort at <Institution Name>

	Term 13		Term 14		Term 15		Term 16		Term 17		Term 18	
Economically Disadvantaged:												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Academically Disadvantaged:												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Student Objective in Attending College:												
Get a Job												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Improve Skills Needed for Current Job												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Get a Better Job												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Earn One-Year Certif.												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Earn Two-Year Degree												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Earn Four-Year Degree												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Personal Enrichment												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Other												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%

State Cohort Progress Report
For <Cohort Name> Cohort at <Institution Name>

	Term 13		Term 14		Term 15		Term 16		Term 17		Term 18	
Intended Duration:												
One Term Only												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Two Terms												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
One Year												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Two Years												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Three Years												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
More Than Three Years												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%

State Cohort Progress Report
For <Cohort Name> Cohort at <Institution Name>

	Term 13		Term 14		Term 15		Term 16		Term 17		Term 18	
Remediation Status at Time of Entry--Reading:												
Satisfactory Reading Skills												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
In Need of Reading Remediation												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Remediation Status at Time of Entry--Writing:												
Satisfactory Writing Skills												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
In Need of Writing Remediation												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Remediation Status at Time of Entry--Computation:												
Satisfactory Computation Skills												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
In Need of Computation Remediation												
Still Enrolled	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%
Completed	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%	99,999	999.9%

4.80

State-Level Remediation Status Report

This report provides summary statistics on the remediation status of students to the State Coordinating Board for Higher Education. It is appropriately run only for credit-seeking students. The format and contents of the report are very similar to the Institution-Level Remediation Status Report 1. Column variables are identical to those contained in the corresponding Institution-Level report. Row variables are demographic categories that are identical to those described in the State-Level Progress report.

MM/DD/YY

State-Level Remediation Status Report
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term

	Reading			Writing			Computation		
	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete	Tested Satis-factory	Tested Unsatisfactory and Remediation is: Complete	Incomplete
Total:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Sex:									
Male	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Female	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Ethnicity:									
American Indian or Alaskan Native	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Asian or Pacific Is.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Black, Non-Hispanic	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Hispanic	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Nonresident Alien	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
White, Non-Hispanic	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Learning Disability:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Economically Disadvantaged:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Academically Disadvantaged:	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Program Track:									
Vocational	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Academic	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Unclassified	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Student Objective in Attending College:									
Get a Job	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Improve Skills Needed for Current Job	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Get a Better Job	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Earn One-Year Certif.	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Earn Two-Year Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Earn Four-Year Degree	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Personal Enrichment	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999
Other	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999	99,999

4.82

State-Level Remediation Evaluation Report

This report provides summary information on the effectiveness of institutional remediation programs to the State Coordinating Board for Higher Education. It is intended to apply only to credit-seeking students. Column headers consist of selected summary performance indicators identical to those used in Institution-Level Remediation Status Report 2. Row variables describe the remediation need and status of particular student subpopulations and are identical to those used in the corresponding Institution-Level Remediation Status Report.

State-Level Remediation Effectiveness Report
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term

	Total	# Achieving Proficiency in: Year 1	Year 2	Year 3	Performance in Non-Remedial Courses: Total SCH Attempted	Total SCH Completed	SCH Completion Ratio	Overall GPA	% Overall GPA ≥ 2.0
Total:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999	99,999	99,999	999.9%
Remediation Status at Time of Entry--Reading:									
Satisfactory Reading Skills	99,999 999.9%				99,999	99,999	99,999	99,999	999.9%
In Need, Attempted First Term:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999	99,999	99,999	999.9%
In Need, Did Not Attempt:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999	99,999	99,999	999.9%
Remediation Status at Time of Entry--Writing:									
Satisfactory Writing Skills	99,999 999.9%				99,999	99,999	99,999	99,999	999.9%
In Need, Attempted First Term:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999	99,999	99,999	999.9%
In Need, Did Not Attempt:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999	99,999	99,999	999.9%
Remediation Status at Time of Entry--Computation:									
Satisfactory Comp. Skills	99,999 999.9%				99,999	99,999	99,999	99,999	999.9%
In Need, Attempted First Term:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999	99,999	99,999	999.9%
In Need, Did Not Attempt:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999	99,999	99,999	999.9%

State-Level Remediation Effectiveness Report
for XXXXXXXXXXX Cohort
as of XXXXXXXXXXXX Term

	Total	-------Remediation------ Attempted and Completed: Successfully	Unsuccessfully	--------Perf. in Designated Non-Remedial Course---------- Number Attempting Course	Number Completing Course	GPA in Course	----Grade in Course----- A-C	D	F
Total:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99.999	99,999 999.9%	99,999 999.9%	99,999 999.9%
Remediation Status at Time of Entry--Reading:									
Satisfactory Reading Skills	99,999 999.9%								
In Need, Attempted First Term:	99,999 999.9%	99,999 999.9%	99,999 999.9%						
In Need, Did Not Attempt:	99,999 999.9%	99,999 999.9%	99,999 999.9%						
Remediation Status at Time of Entry--Writing:									
Satisfactory Writing Skills	99,999 999.9%			99,999 999.9%	99,999 999.9%	99,999	99,999 999.9%	99,999 999.9%	99,999 999.9%
In Need, Attempted First Term:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99.999	99,999 999.9%	99,999 999.9%	99,999 999.9%
In Need, Did Not Attempt:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99.999	99,999 999.9%	99,999 999.9%	99,999 999.9%
Remediation Status at Time of Entry--Computation:									
Satisfactory Computation Skills	99,999 999.9%			99,999 999.9%	99,999 999.9%	99,999	99,999 999.9%	99,999 999.9%	99,999 999.9%
In Need, Attempted First Term:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999	99,999 999.9%	99,999 999.9%	99,999 999.9%
In Need, Did Not Attempt:	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99,999 999.9%	99.999	99,999 999.9%	99,999 999.9%	99,999 999.9%

Section 5

Interpreting Results and Using the Data Base

In interpreting and using results, it is important to recall that the student tracking system is designed to accomplish two distinct purposes. First, it provides important summary information on student progress and performance useful for accountability--for example, in reporting to the Coordinating Board and to other external agencies such as accrediting associations. Many of the standard reports generated by the system are intended primarily to serve this purpose. At least as important, however, the system provides management information. Results can be used to guide overall institutional planning, can be helpful in reviewing and revising curriculum sequences, can provide an analytical foundation for retention and enrollment management programs, and can be useful in recruitment.

The purpose of this section is to present briefly some guidelines for using results generated by the system for institutional planning and management. First, some interpretive cautions and suggestions will be presented for the standard reports produced by the system. Secondly, some suggestions for ad hoc studies that use the tracking data base will be provided.

1. Interpreting and Using Standard Reports: All standard reports generated by the system present information of considerable use for institutional planning and management. Many results, however, must be treated with caution. In general, when reviewing report results, users should constantly bear in mind the following guidelines.

   a. All variables in the standard reports are intended as "indicators" of student behavior. They are not appropriately used, in themselves, to make summative judgments about the effectiveness of programs or services. Rather they are intended to suggest directions for further inquiry and to generate discussions of programming alternatives.

   b. Because they are "indicators", many of the entries in standard reports are independent of one another. Do not expect, for example, all persistence or performance categories to be mutually exclusive. In Progress reports, for example, a given student may appear in both a "completed" and a "still attending" category because of reenrollment.

   c. Because all standard reports are "snapshots" of the status of a given cohort group at a particular point in time, particular care in interpretation is required. In Progress reports, for example, remember that the inclusion of a particular student in the "drop-out" or "first term only" categories is provisional--as of the term for which the report was run. Status may change in the next term, or any time thereafter. For analytical purposes, it can therefore be useful to run a report for a succession of terms and to compare the results.

   d. The reports are intended to be mutually reinforcing, and should be examined as such. Progress and Performance reports contain

statistics that can be checked for consistency with one another. For example, if the Progress Report indicates that a particular population has a substantial proportion of starters still enrolled, this may be because average loads are quite low. Results of this kind should always be examined in concert, not one at a time.

e. Small "cell sizes" (or numbers of people in a given category) may produce quite unstable results. Always examine any report entry to ascertain the number of cases on which the calculation is based. Results that appear significant and dramatic may be only the result of a few cases.

f. In reports that examine persistence and performance by program, be aware of the fact that students may change programs over time. While the tracking data base contains information on student program choice term by term, the reports are driven off a student's initial program choice. Special studies may be constructed to examine changes in program over time.

For local analytical purposes, a particularly important capability of the system is that any standard report can be run for any definable subpopulation within a particular cohort file. Most standard reports contain single-variable breakdowns of the population covered. For example, separate data entries are provided for male and female students. By running standard reports on a selected subpopulation, much finer detail can be provided. For example, the Progress Report might be run for students drawn from a particular geographic region or from a particular set of high school districts only; differences between male and female persistence and performance might then be compared within that subpopulation. For purposes of program audit or review, running the entire package of reports for each program can be a useful exercise. When using subpopulations as the basis for reporting, however, keep in mind the cautions about small cell sizes.

2. Using the Data Base for Ad Hoc Studies: The longitudinal student enrollment records that comprise the heart of the tracking data base contain enormous amounts of potentially useful information. Standard reports generated by the system only begin to tap the analytical potential of this data base. As a result, many institutions will wish to access the data base to conduct special studies of student persistence, performance, and behavior.

In most cases, ad hoc studies will be undertaken using a commercially available statistical software package such as SPSS or SAS. In addition to increasing flexibility, use of a standard statistical package also allows considerable increases in the sophistication with which ad hoc analyses can be undertaken. For example, in appropriate situations powerful statistical techniques such as multiple regression or discriminate analysis can be used. For SPSS, the basic code for defining and labeling variables and values is already developed and is available for institutional use. Only modifications in procedures statements will be required to undertake a variety of local analyses. For SAS and other commercial statistical packages, setup code will

need to be generated.

Examples of the kinds of ad hoc studies that might fruitfully be undertaken using the tracking data base include the following:

a. Stop-Out Analyses: These would explicitly investigate patterns of interrupted enrollment--among whom such patterns tend to occur, when, and with what ultimate results. Stop-out behavior is one of the least understood elements of attendance, particularly in a community college setting where large numbers of adult, part-time students are served.

b. Load Analyses: These investigate changing patterns of student load to determine if particular groups are "over-enrolling" and consequently setting themselves up for failure. Rather than looking at average loads as reported in standard reports, these studies would explicitly examine patterns of term-to-term loads for particular types of students for particular programs.

c. Program Change Studies: These investigate patterns of student "flow" between programs over time. What programs tend to lose students and to whom do they lose them? If reasonably stable over time, results of such studies can considerably help in making program enrollment projections and in resource planning.

d. Remediation Analyses: While many standard reports provide summary information on the effectiveness of remediation, a range of ad hoc studies might be undertaken to shed light on such questions as the timing of remediation, when competencies are actually attained in program sequence, and the effectiveness of remediation for particular targeted student subpopulations.

e. Retention "Early Warning" Studies: These consist of multivariate regression or discriminate analyses of the predictors of dropping out. Results typically include projected or anticipated attrition tables for different types of students that can be used by individual counselors in placing students or in recommending remediation or special counseling. If consistent results are obtained on several cohorts, the results of such studies are also of considerable value in planning college-wide retention programs or in refining enrollment projections.

ERIC Clearinghouse for
Junior Colleges FEB 10 1989